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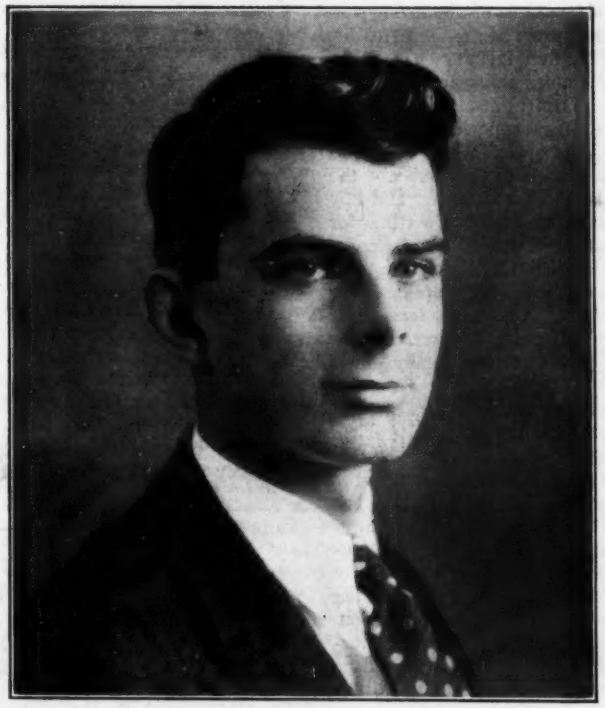
Agricultural Education



LESLIE M. FRY OF MISSOURI

Newly elected National President of the Future Farmers of America

Agricultural education must do more than train for efficient technique in farming. It must develop a new rural philosophy which will include such a true spirit of co-operative endeavor that the permanency, beauty, and dignity of future American agriculture will be insured.—F. E. MOORE.

EDITORIAL COMMENT

AGRICULTURAL EDUCATION

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THE DECISION OR THE DECISIONS?

TEACHERS of vocational agriculture have accepted quite generally the job-problem basis of organizing subject matter in agriculture and in practice are, in increasing numbers, using the material thus determined as a basis for their class discussions. The common inquiry to this end is, "What are the jobs which the farmers of this community and the boys carrying on this enterprise, perform?" Related to or preparatory to doing these jobs, what are the problems that confront the farmers and the boys? What are the decisions that they must make? In these farmer and boy situations, real or imaginary, are found the best settings for effective teaching—settings that are true-to-life, concrete, specific, and timely. The problem is appropriately raised or presented; techniques for arousing interest are applied; the pupils apply their own experiences, if any, and seek facts, technical and practical, from farmers and friends, books and bulletins. The discussion period follows usually under the teacher's direction.

Text-books, and teachers, too, in stating the procedure in problem solving, usually include: (1) Defining the problem to insure agreement as to its scope. (2) Gathering the evidence having a bearing on its solution. (3) Evaluating the evidence. (4) Arriving at the decision. (5) Testing the answer. But, is it *the decision* or *the decisions?* One answer only? Always? Without exception? No. Judgment situations by their very definition are not always so clearly defined, so accurately analyzed, so convincingly supported that only one decision will result from the group discussion. Witness the differences in decisions of the proverbial "husband and wife" in the clothing store, the livestock judges and exhibitors before the Futurity entries, and the adjudicators and musicians at a musical festival.

Differences in decisions are recognized in these situations where, to the extent that it is possible, all participants have the same facts. Is the case any different with Thomas, Richard, and Henry arriving at their decisions in not all, but some, of the problems discussed in their classes? Rather than to insist on *a decision*, why not permit *decisions* with the further aim that each pupil shall see wherein he agrees or disagrees with his classmates in the evaluation of factors or facts or the possible relationships of facts, as is typical of differences in judgment? Can any better technique be used to develop their ability to evaluate better or to see relationships more clearly? Can any better teaching situations be evolved which will encourage tolerance in their thinking? What better device can be used to develop open-mindedness? It was Voltaire who said, "I wholly disapprove of what you say and will defend to the death your right to say it."—W. F. S.

BOY LEADERSHIP TRAINING

FOR the past few days we have been sorting copy for the Future Farmer section of this magazine. Many of the articles deal with reports of state F. F. A. conventions. In reading them we were impressed with the great possibilities of these conventions, and in fact, all activities of the F. F. A., for leadership training among the boys.

In the Georgia convention, for example, the local presidents and vice-presidents met as a group to study and discuss parliamentary procedure and other responsibilities of presiding officers. The local secretaries, the local treasurers, and the local reporters also met as separate groups to discuss the work of these officers in the local chapters. What a lot of leadership training in such a procedure!

One state reports that the boys conducted practically all of the work of the convention and had as the speakers, at certain of the meetings, members of their own group rather than outsiders. They report, too, that they were more interested in their own speakers than in the outsiders. Certainly all this is good leadership training, much better, in fact, than having the state adviser conduct the meetings and provide outside speakers.

One state report tells us that the delegates from the local chapter made brief speeches concerning the activities of the chapters. Here again we have a fine example of leadership training. Boys who can and will stand before a group of their fellows and make an interesting report of activities are gaining training that will stand them in good stead in after life. Those of us who were on the side lines at the National F. F. A. Congress in 1929 will remember the remarks of those in attendance, who, when listening to the reports of the state delegates, said, "How much better to let the boys make these reports than to have the state advisers do it."

Letting the boys do the work applies equally well in local chapters. Advisers should be advisers and help the boys, but not usurp their duties and privileges. Usually, too, it will be found that the boys will do a good piece of work in conducting an initiation ceremony, staging an F. F. A. exhibit, running a thrift bank, and the like. And even if they do make a few mistakes, let us remember that the F. F. A. is a boys' organization and that the members secure training largely in proportion to the amount of participation they put into the organization.—H. O. S.

THE THINKER

TODAY I talked to a banker who is charged with the responsibility of giving advice and counsel to hundreds of the bank's farmer clients. It is qutie natural for him to see the business side of farming. He is genuinely concerned about it.

While we sat there he pointed out to me a man who as a producer of farm products had done reasonably well, but who just now finds himself "in a hole." He has been "taken in," as it were, and now comes for help to undo the thing which sound judgment never would have allowed him to do. "What we need," said this banker, who is also a farmer in his own right, "is greater ability in formulating judgments, rendering decisions, and making plans, all based upon *facts rather than fancies.*"

We have had altogether too much sentiment mixed with our efforts to improve agriculture and there needs to be a good healthy divorce. Habits of thinking based upon facts need to be stressed. The farmer of tomorrow must *think straight* and he will to the extent that he begins to think straight before tomorrow. As workers in the field of Agricultural Education we should *think straight* about developing abilities of *straight thinking.* That is the one product in which there appears to be no surplus.—R. W. G.

Professional

How We Learn

PAUL J. KRUSE, Cornell University, Ithaca, New York

Paul J. Kruse

THE second paper of this series dealt with "The Nature of Learning." Learning was defined *as the process by which an organism thru its own activity becomes changed as to its behavior.* Learning is effective largely in proportion to the self activity of the organism. Basic to all learning is the principle of association to the effect that *experiences that occur together tend to recur together.*

Learning in Terms of Stimulus and Response

Since all behavior may be analyzed in terms of stimulus and response, it follows that learning, which is a form of behavior, may be so considered. From this point of view *learning may be usefully defined as the making of connections between stimulus and response.*

It seems appropriate here to make a brief statement of what is meant by these terms. *A stimulus is whatever causes an organism to respond. Response* is the term applied to *whatever an organism does in consequence of a stimulus.*

Thus for the reader the words here set forth are visual stimuli (singular, stimulus; plural, stimuli) bringing surely responses of seeing, and presumably responses of reflection and other attempts at understanding. At the same time the reader may be subjected to a variety of other stimuli—a feeling of the uselessness of what he is doing, the thought of how he is going to meet a certain financial obligation, a ray of sunshine striking his book, the horn of a passing automobile. In so far as he responds in any way to any of these aspects of the environment, they are for him stimuli to behavior. Thus to the feeling of inutility of his procedure he may respond by the resolve to keep at it a little longer; to the ray of sunshine he may respond by moving his book to one side.

It is important to note that the stimuli may be external to the organism, as the ray of sunshine, or the printed words on the page; or internal—within the organism, as a thought of how to meet an obligation, or a feeling of elation at arriving at a solution. Likewise the responses may be in the form of overt behavior such as moving the book to one side or reading audibly from the printed page; or, on the other hand, the responses may be covert, hidden from the observer, as the silent reading, or such thoughts and feelings as those mentioned above. Of course the latter may have overt accompaniments present to ordinary observation such as lip movements in the case of reading or facial expressions indicative of thought or feeling. And with sufficiently refined instruments an observer could detect more subtle visceral and glandular behavior. But in a very useful, practical sense we may think of *stimuli as external or internal to the organism,* and of *responses as open to observation by others or hidden.*

A few other facts regarding the stimulus-response concept are so important as to require brief presentation:

Stimuli seldom act singly. In a laboratory situation such a state may be closely approximated. In a practical teaching situation, never. It is therefore useful to substitute the word *situation* for stimulus under the ordinary conditions of life. It is of course the function of the teacher to help make certain stimuli within the total situation prepotent in determining behavior.

The situation, in a true and useful sense, includes the reacting organism. That is, to say, the state of the organism is a factor in determining its own response. Every one knows that an invitation to dinner is a stimulus of one sort to a hungry person and of quite a different sort to the same person who has just eaten a meal.

Closely related to the proposition just stated is the further fact that a given stimulus is never the same a second time to a given organism, for the reason that the organism is not the same. It is different by reason of and to the extent of the effect of the first response. Practically this difference may not be great, but it may not safely be neglected.

A given response may be a stimulus to another response; or reversely, a given stimulus may have been itself an earlier response. Thus the feeling of uselessness mentioned above may have been stimulated by a failure to comprehend the meaning, and in turn may have stimulated a response of keener attention to the argument. This important fact may be usefully represented by this formula:

S1 — R1
S2 — R2
S3 — R3

Here R1 becomes S2, R2 becomes S3, and so on.

First Major Problem in Learning

1. *How do old responses become attached to new stimuli?*

For example: How does a response of interest to the idea of earning money come to be attached to the idea of building a poultry house? How does a response of stopping on seeing the sign "STOP" come to be made on seeing a red signal? How does dislike of confinement in school for long hours become attached to the activities engaged in there, such as arithmetic?

The answer in brief is that *old responses become attached to new stimuli thru joint stimulation by old and new stimuli* under favorable conditions. We shall undertake to illustrate what is meant by joint stimulation and indicate some of the factors that make for favorable conditions.

We have given: Response of stopping to
Old stimulus—*"Stop"*
We want: Response of stopping to
New stimulus—*Red signal*

As everyone knows who thinks about the matter, if every time we see the signal "Stop" and react appropriately to it, we also see a red signal, it will very likely come about that we will stop on seeing the red signal alone without the "Stop" sign.

This may be usefully expressed in the following formula:

	Stimulus		*Response*
(a)	"Stop"		You stop
(b)*	Red signal + "Stop"	joint stimulation	You stop
(c)	Red signal		You stop

*Repeated as often as necessary under favorable conditions.

Taking another of the examples above and abbreviating still further we have:

	Stimulus	*Response*
(a)	Idea of earning money	Interest
(b)	Idea of building poultry house + Idea of earning money	Interest
(c)	Idea of building poultry house	Interest

Favorable conditions for getting a given response attached to a new stimulus thru joint stimulation by new and old situation:

(a) The new stimulus, red signal in the first case above, should precede in time the old stimulus, "Stop." The two may appear simultaneously with good results. The new should *not* follow the old.

There is a good deal of experimental support for the above statement. The facts appear to be essentially such as would seem clear from analysis. If the old stimulus appears first, it tends to dominate the behavior in the direction of the old response, other aspects of the total situation being largely neglected. If, however, the new stimulus—the red signal—gets a response of attention from the organism, it tends gradually to become a meaningful part of the total

(Continued on the next page)

situation. The two come to be experienced together. And gradually, just as a part of any whole, may come to stand for the whole*, this part, namely the new stimulus, comes to serve as a signal for behavior originally stimulated only by the old stimulus.

(b) The association between the old stimulus and the given response must be stronger than that between the new stimulus and any contrary response. This is to say, for example, that in the case above the tendency of the person to stop on seeing the sign "Stop" must be stronger than the tendency to rush ahead on seeing a red signal. Otherwise the process is the reverse of that desired. That is, the sign "Stop" will theoretically come to be a signal for rushing ahead. This is practically a very important matter. For example, note the case of interest becoming attached to the idea of building a poultry house thru joint stimulation with the idea of earning money. If the boy has so strong a dislike for the activities involved in poultry house building as to make that attitude dominant over his interest in profits, then it is futile to expect to get him interested in poultry house construction by this route.

Practical Suggestions

(a) Know what response you want to what stimulus. For example, response of interest to idea of making good project records.

(b) Find a stimulus which

—gets such a response more vigorously than the other stimulus gets a contrary response. For example the idea of earning money gets a more vigorous response of interest than the idea of making project records gets a response of aversion.

—can be most appropriately associated with this other stimulus. It would hardly be appropriate to expect to associate making project records with the study of Shakespeare's "Tempest," even tho the boy chanced to be very much interested in Shakespeare.

(c) Bring these two stimuli to bear jointly on the learner taking care to

—present the new stimulus first; or, in any case, not later than the old.

(d) Repeat as often as necessary under the most favorable conditions.

(e) Don't assume that a given stimulus will be effective toward a given response just because you think it ought to be. For example, don't assume that boys will be interested in keeping good records because you are.

(f) Don't fail to do all you can to learn what kinds of stimuli get from your boys the responses you want. For example, do boys respond with interest to talking with a successful farmer?

Second Major Problem in Learning

2. *How are new responses acquired?*

For example: How does a person learn to write, to make a speech, to milk a cow, to judge dairy cattle, "to think without confusion clearly"? The answer here is not so well supported by experiment as in the case of the first problem. The evidence, however, indicates that the following is in keepnig with the facts:

New responses are acquired by:

(a) *Making a variety of responses as nearly like the one desired as possible.*

In the case of a complex form of behavior such as writing, this means doing many things in the way of holding, pushing, raising, lowering, and so forth, with a pencil or similar object. Much of this behavior is engaged in incidentally to the growth of a child, and much progress has been made at the time a child begins formally to "learn to write." Many minor forms of control must be acquired before these can be integrated into a new whole.

In the case of a simpler form of behavior, such for example, as learning to solve a puzzle, the process is largely one of getting the right order to minor forms of responses already possessed by the learner.

(b) *Selecting the appropriate response or series of responses.*

In the case of such a complex form of behavior as learning to write or to make a speech, this selection comes commonly very gradually and over an extended period. In the case of a less complex form of behavior such as solving a simple puzzle by a person able to make all the moves necessary, it may come rather suddenly.

In man generally, as opposed to other animals, this selection is frequently promoted by deliberate analysis. For example, in the case of a person solving a puzzle he may deliberately think of, examine and reject a series of possible moves without even actually trying them out. The more intelligent the person, other things equal, the more such deliberation enters in. Over-analysis, however, may get in the way of a rich variety of response. Here is the place for whatever "insight" or ingenuity the learner may possess. One person will "get onto the trick" with comparatively little random trying, while another makes very slow progress, because he is not alert to recognize appropriate procedures.

(c) *Fixing this response or series of responses thru practice under favorable conditions.*

Once the learner interested in acquiring a given form of behavior hits upon the right response and recognizes it as such, he is moved to follow the same procedure again and so strengthen the association between the various stimuli and responses involved.

Note here the importance of self-activity on the part of the learner. The one with a stronge urge to learn will have a great advantage over those less interested, because he will be more disposed to give himself the practice necessary to fix the new response in his behavior. Mere repetition of a response as a consequence of demand from a source outside the learner is relatively ineffective as compared with self-activity on the part of the learner. Appetite in learning appears to be quite as important as appetite in assimilation of food.

Can you recall instances where you have done much practicing with little effect, and other instances where with relatively little practice your learning has been rapid and sure?

Practical Suggestions to the Teacher

Strive to set conditions so as to stimulate a variety of responses on the part of the learner in keeping with the learning to be achieved. This requires that you be prepared to sacrifice exactness of procedure by the learner at the beginning. Too much insistence on a high quality product at this stage frequently has the effect of discouraging the varied trying necessary to develop correct form. The writer is convinced that one of the reasons why so few of us learn to write clear and fluent English despite our many years of schooling in this subject is that the teachers do not sufficiently encourage free expression, but, on the other hand, are far too ready with the blue pencil. A great writer once advised young learners to write much and throw most of it in the waste basket.

It requires patience to give boys an opportunity and encouragement to do enough sawing of boards to acquire skill in sawing. This is especially true when a large project is under way and the effectiveness of the teaching will be judged largely in terms of the quality of the finished product. One of the serious limitations of the project method of teaching as frequently carried on is the failure to provide enough of this early free try-out practice.

Sometimes it is unwillingness to "waste" material that causes an attempt at short-cutting of this important first stage in learning a new form of behavior. I am reminded of the mother whose daughter didn't learn to cook because "she wasted too much flour." It sometimes requires all the determination we can muster to let young boys use good materials in their attempts at making sleds and airplanes and such. But how can they learn to drive nails straight unless they have straight nails?

Be alert to help the learner identify the appropriate response. In some cases this largely takes care of itself in terms of the end result. A boy knows when he gets a piece of wood sawed off. He may, however, profit by help in noting what makes for smooth and accurate sawing. I recall how, many years ago, my father said: "Don't drive the saw so hard. Push it and pull it back." I tried it and was amazed how much easier I found the work.

In other cases the learner finds it difficult to know even when he gets the desired result, entirely apart from the quality of his form. Is the gasoline motor on which he has been working in good condition? The learner may have followed directions carefully, but his procedures may have been faulty thru lack of the necessary skill. He may require the help of the teacher to recognize thru direct observation of his procedures or examination of the finished product, wherein he has succeeded and in what way he has failed.

Here is the teacher's opportunity to set as high standards of quality as are consistent with the circumstances.

Arrange conditions so as to provide for fixing correct responses thru practice.

Most teachers recognize the importance of practice in fixing responses, and plan "drill exercises," to this end. Indeed so strong is our faith in the effi-

(Continued on page 87)

*Note, for example, how a mere glance at a familiar object is sufficient for identification of it; how the "feel" of a familiar garment is enough to tell you it is your own; how a sprig of holly suggests the whole Christmas season.

Interesting Studies in Agricultural Education at Iowa State College

H. M. HAMLIN, Department Vocational Education, Iowa State College, Ames, Iowa

H. M. Hamlin

THREE studies recently completed at Iowa State College hold some interest for workers in agricultural education generally. Mr. R. B. Stewart has made certain salary comparisons between teachers of vocational agriculture and other types of public school teachers. Mr. C. R. McCalley has studied the college careers of a considerable group of boys who took vocational agriculture in high school. Mr. C. N. Jerdeman has surveyed the situation with respect to agricultural education in the public schools of Iowa which are not federally reimbursed.

Salary comparisons. — Mr. Stewart found the average monthly salaries of five groups of Iowa men teachers as follows: superintendents, $253.17; principals, $199.69; coaches, $195.96; manual arts teachers, $188.75; and teachers of vocational agriculture, $177.50. Salaries of vocational agriculture teachers were computed by dividing the yearly salary by 12 after deducting mileage costs which must be borne out of the salary. Superintendents' salaries were computed on a 10-months' basis. Other teachers were employed for nine months only.

Considered on an annual basis, the respective average salaries were as follows: superintendents, $2,359.80; teachers of vocational agriculture, $2,104.84; coaches, $1,688.46; manual training teachers, $1,657.32; and principals, $1,560.91.

The salaries of teachers of vocational agriculture were found to have advanced slowly but consistently each year since 1923–24, the average rising from $2,041.72 in that year to $2,130 in 1929–30. Superintendents' salaries had risen, on the average, half as much in that six-year period, while the average salaries of the other three types of men teachers had all fallen, the decrease varying from $50 to $100.

It was found that the percentage increase in salary granted by employers on the basis of experience in a particular school system was smaller in the cases of teachers of vocational agriculture than for any other group of men teachers studied. Coaches remaining four years in one position were found, on the average to be receiving 44.3 percent greater salaries in their fourth year than in the first year of their employment in those schools. Manual arts teachers had been advanced 24.2 percent; principals, 14 percent; superintendents, 12.6 percent; vocational agriculture teachers but 10.9 percent.

Opportunities for salary advancement without change of vocation was found to be less favorable among Iowa teachers of vocational agriculture than among any of the other groups of Iowa teachers. The ratio between lowest and highest salaries paid vocational agriculture teachers was only 1:1.77. In contrast, the highest paid Iowa superintendent received 7.66 times the salary of the lowest paid Iowa superintendent; the highest paid principal 5.42 times the salary of the lowest paid principal; the highest paid manual training teacher 3.82 times the salary of the lowest paid manual training teacher; and the highest paid coach 2.71 times the salary of the lowest paid coach.

Mr. Stewart concludes that "The main advantage, from the standpoint of salaries, for vocational agriculture teaching is that it offers full-time employment." He does not agree with those who hold that the salaries of such teachers are out of line with those of other Iowa public school teachers.

Vocational agriculture graduates in college. — Mr. McCalley studied the careers at Iowa State College of 245 boys who entered during 1920–27 with at least two units in vocational agriculture.

Two-thirds of these boys pursued collegiate courses in agriculture. A fifth took engineering courses. The others were scattered in their choices.

Sixty percent of those who entered the college were eliminated or dropped out during the four years, 21 percent of them before the beginning of the sophomore year. Of those who undertook courses in agriculture 57.6 percent graduated; only 17.2 percent of these students matriculated in engineering courses finished those courses.

The intelligence ratings of the group were considerably lower than the ratings for the student body as a whole, as Table I shows.

TABLE I

Intelligence Ratings of 245 Iowa State College Freshmen with Two or More Units in Vocational Agriculture in Comparison with Intelligence Ratings of All Iowa State College Freshmen.

Rating	Percent of All Freshmen in Each Group	Percent of Vocational Agriculture Graduates in Each Group
A	5	1.
B	20	7.5
C	15	8.4
C	20	27.9
C	15	20.4
D	20	25.4
E	5	9.4

In spite of lower intelligence ratings, the average grade of vocational agriculture graduates as freshmen was about 1 percent higher than the average grade of freshmen as a whole, all subjects considered. This is probably not a significant difference.

Studies were made of the grades earned by vocational agriculture graduates in three types of courses: Animal Husbandry, English, and Mathematics. The grades of these students in three beginning Animal Husbandry courses were found to be very slightly higher than the grades of all agricultural freshmen studied; the difference was not great enough to be statistically significant. Strangely enough, vocational agriculture graduates did considerably better than the average in collegiate courses in mathematics, particularly in the mathematics course taught to agricultural students; their average grade in the latter type of course was 83.2 in comparison with 80.2 for all who take the course. The percentage of vocational agriculture students demoted in college classes in English was much higher than for freshmen as a whole; in 1927, the last year studied, 39.2 percent of the vocational agriculture graduates were obliged to spend some time in taking courses which did not carry collegiate credit in preparation for the regular freshmen courses in English. The percentage for all freshmen was 24.8 percent. However those who were not demoted earned an average grade 2 points higher than the average of all college freshmen not demoted in English.

One hundred twenty-six of these boys who had taken two or more years of vocational agriculture in the high school were asked their opinions of its effect upon their preparation for college. Only 7 thought they had been hindered by taking vocational agriculture in the high school; 69 believed that it had been no disadvantage to them in college; 50 thought it had been definitely helpful to them in college.

Locally supported programs of agricultural education in Iowa public schools. Mr. Jerdeman discovered that in 1929–30 there were 645 Iowa public high schools which maintained programs in agricultural education for which no federal aid was received. Only 45 of the approved high schools of the state offered no agriculture at all.

One year or more of agriculture was taught in 369 schools. One semester of agriculture was taught in 252 schools. Twenty-four schools offered agricultural courses in alternate years.

In 45.6 percent of the cases these courses were taught by superintendents. The most common subject other than agriculture taught by agriculture teachers was manual arts; 63 percent of the agriculture teachers taught manual arts as well. The subject next most frequently combined with agriculture was Natural Science, taught by 18 percent of the agriculture teachers.

Forty-three percent of the teachers in these locally supported departments had received their training at the state college. The state teachers college had provided the specific training in agriculture of 24.3 percent more. The remaining teachers were widely distributed as to sources of training. The median teacher had 18.6 semester hours of collegiate training in agriculture; the average teacher, 28.6 semester hours.

Significance of these studies.—While these studies seem on the surface to have little in common, there are some related conclusions to be drawn. The gist of them is that, so far as Iowa at least is concerned, we should not be too

(Continued on page 87)

Methods

Assigning the Lesson

F. W. LATHROP, Federal Board for Vocational Education, Washington, D. C.

F. W. Lathrop

THERE is a growing tendency to regard the preparation or study of the lesson as more important than the recitation. The time spent by many teachers in testing the class on its preparation is largely waste time for the well prepared student. All members of the class benefit if the time for testing preparation is decreased and more stress is laid on preparation itself.

The teacher's most effective means of improving the preparation of a class is the assignment. The mere mention of pages as the class is about to make good its escape is not an assignment. The purpose of this article is to make clear what an assignment is by describing six qualities of a good assignment.

Quality 1—The assignment should be in the form of a farm problem.

It may not be clear what a farm problem is. The structure of the flower is not a farm problem; breeding corn may be. Both deal with the structure of the flower. The point is this: The farmer and the vocational student are directly concerned and interested in the breeding of corn; it contributes to their farming success. They will also be interested in the structure of the flower as it is related to the breeding of corn. It is better taught not as tructure of the flower but as a part of the problem, breeding corn. A considerable amount of our agricultural subject matter which is now set adrift should be incorporated under farm problems. The teacher may feel that such driftwood contributes to a problem or problems; too often the boy does not see the connection. Farm problems are those which the farmer solves in achieving farming success. Organizing subject matter in the form of farm problems means that subject matter is taught as it will be used in the vocation. In addition, material organized either as farm problems or other problems is interesting to the students merely as problems.

The question arises, "Who should state the problem?" It requires more skill to have the members of the class set their own lesson, i.e., state the problem and the first steps toward its solution. Leading the class by skillful suggestion and question to the desired problem is meant. It is not to be expected that the class will determine the course of study.

The starting point toward the statement of the problem is a former lesson, some other fact known to the pupils, or some experience of the pupils. Then by skillful questioning the teacher may lead the class to state the problem. Or he may find it necessary to state the problem himself.

The following example was observed in a grade class in agriculture but serves to illustrate the first quality of a good assignment.

One of the boys brought to class a dead song bird. The class was dealing with poultry. The teacher cut open the crop of the bird and asked the class to indicate the contents. They found insects, berries, leaves, water, and other foods.

The questions and answers were about as follows:

Q. How will knowing what these foods are help you in our study of poultry?

A. Hens like the same kinds of food that birds do and the class might learn something about feeding poultry.

Q. When do we have to study feeding most carefully?

A. In winter.

Q. Then how can the hens in winter get the foods which we see here?

A. No answer.

Q. Perhaps we could get foods almost like them. How can we find out what these foods are?

A. Thru textbooks and poultrymen, or perhaps you could tell us.

The teacher in a joking way disclaimed all knowledge of the subject. Several boys volunteered to get information on winter feeds from neighboring poultrymen. Then the teacher gave page references for the class to read.

Q. How many have poultry at home?

A. Hands.

Q. Do you get eggs thru the winter?

A. One or two hands.

The teacher asked one boy to find out exactly how his flock at home was fed in winter. Thus the class was led to state the problem. To make such an assignment as this, it is not enough to have the problem in mind; one should plan rather carefully his suggestions and questions and the possible reactions of the class.

Quality 2—Bring out the important points to be studied.

The pupil who is entering upon the study of a problem cannot be expected to see the problem from the same point of view as the teacher. The teacher, we may assume, has a bird's eye view. The student has not the ability or experience to judge what are the most important points. If he is uncritical and untrained in methods of study he will plough thru the subject matter making no distinction between dead and vital points. Even tho he has the necessary ability to study, he still lacks the knowledge of the community, the future importance of certain enterprises and practices, and the reliability of the various textbook writers and application to future lessons. The teacher is in a position to give valuable guidance so that the student may get the most out of the preparation period.

It is not well for the student to lean too much on the teacher in order to get the important points. The student may well be asked to state what he believes are the important points. A famous scholar made a practice of thinking out before reading a book what he expected to find in it. He retained the content of the book more effectively in this way. When the class has made its attempt the teacher may supplement, eliminate, and add to the important points.

The teacher may help in a negative way by directing the class to make certain omissions in the text if there are portions which are valueless.

A very good way to indicate the important points in the assignment is to formulate with the class pivotal questions, the answers to which the class is to find with special care. The teacher may formulate these questions during his preparation of the assignment. He may draw out from them as many of these questions as possible and then give them the remainder. Possibly the class may add valuable questions. During the recitation these questions serve as a core and make it easy to drive home a few big points and summarize them.

For example, the important points in a lesson on corn cultivation may be brought out by the following pivotal questions:

1. What are the purposes of corn cultivation?
2. Under what conditions should a planted field be harrowed?
3. What kinds of cultivators do we need?
4. Why would you vary the depth of cultivation?
5. How often shall we cultivate?
6. What is Montgomery's advice on corn cultivation?

Quality 3—Instruction in methods of study should be given if opportunity offers.

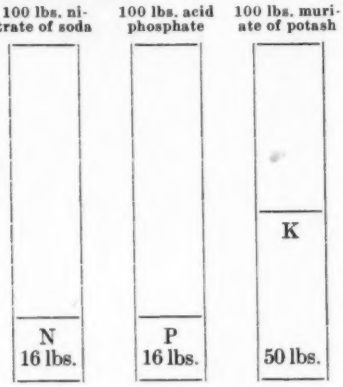
If the supervised study period follows the assignment and there is necessity for instruction in methods of study, the two may merge. Any lesson will give opportunity for instruction of some sort in methods of study. For example, there may be a table for the class to interpret, the paragraphs may have very definite topic sentences, the lesson may be well adapted to outlining, and so on. The matter of instruction in methods of study will not be taken up here.

Quality 4—Help should be given on difficulties which the student cannot reasonably be expected to surmount.

It is not desirable to remove the necessity for effort. There are, however,

certain kinds of difficulties for which the teacher should be on the lookout. Obviously the teacher must go over the lesson carefully before he assigns it.

One difficulty is due to typographical errors or obscure wording. Sometimes some little device might clear up a portion of the subject matter. In reading Chapter 15, The Purchase and Mixing of Fertilizers, in "Soils and Fertilizers" by Lyon, the student often finds it difficult to master the calculation of fertilizer mixtures. The teacher will find it helps the class if they keep in mind the following diagram:



Another difficulty consists of new words and phrases. Words and phrases like photosynthesis, check plant, zenia, line breeding, crop index, and labor income are examples. This raises the question as to whether the teacher should give the definitions or have the class look them up. There is no particular training in finding definitions and one is justified in giving definitions in order to economize the students' time. This is a small matter, however.

Quality 5—Provide for individual differences.

There are two kinds of individual differences in which we are interested, differences in ability and differences in interests. These exist in every class.

Differences in ability result in too little or too much effort on the part of some members of a class if the same amount of work is assigned to all. The tendency is often to underwork the more able students. Such a result can be easily avoided by extra work. The spirit in which extra work is done depends largely on whether it is regarded as a recognition or a penalty. The tact and point of view of the teacher is the determining factor.

If we are assigning a lesson on concentrates in rations, an individual assignment such as the following might be made:

What is the difference between old process and new process linseed oil meal? Report to class qualities of each and how to distinguish them.

Henry's Feeds and Feeding, p. 141.

Woll's Productive Feeding of Farm Animals, pp. 195–198.

Lamon and Lee's Poultry Feeds and Feeding, pp. 77–79.

Quality 6—Insure clear directions.

A few suggestions may help to get the directions across.

1. An assignment notebook will be a help to students who habitually scribble the assignment on a piece of scrap paper and then lose it.

2. Assigning by topics is unsafe unless the class has had training in topic work. Such training is desirable. Meanwhile, assign by pages.

3. If the assignment is other than topics or pages, for example, directions or a questionnaire, the students should have the opportunity to examine and ask questions.

4. Do not repeat directions because of inattention.

Some difficulties in giving the assignment.

(a) It is a matter of judgment to decide how much help to give a class. We must discuss the subject matter sufficiently to give us the six qualities. Many beginners answer questions during the assignment which may be answered after the lesson is studied. Such questions and discussion are out of place. The pupil should know what he is after and how to proceed. Further than this the assignment should not go. A good assignment should not solve the student's problem for him but should put him in a position to solve it for himself.

(b) The last part of the period is the time for the assignment. At this time the preceding and following lessons may be connected. The ideal time is just before the study period. The difficulty is that teachers tend to allow too little time. Beginning teachers often prepare careful assignments and find the time up when they are half way thru them. Or the lack of time may hurry an assignment and thus spoil its effectiveness. It is better to make a good assignment during the first part of the hour than to allow too little time at the end of the period.

(c) Do not fear to spend a large proportion of the period on the assignment. If you can improve the class preparation 50 percent thereby, a 10, 15, or 20-minute assignment is none too long.

(The above article first appeared in the Minnesota Visitor)

How We Learn

(Continued from page 84)

cacy of practice that we have it crystallized in the form of the precept "Practice makes perfect." It is generally recognized that learners are loath to give themselves practice enough to fix their learning, and that it is one of the teacher's functions to insure sufficient practice.

It appears, however, that relatively few teachers appreciate the importance of having practice satisfy some real need or promote some purpose eagerly sought by the learner. They may well be encouraged to put less faith in mere practice and urged to give more attention to getting practice with a drive back of it. All the evidence available indicates that motivated practice makes for more expeditious learning, and at least gives as much promise of perfection as practice of a sort characterized by a minimum of self-activity.

It is here that the project at its best, as a teaching procedure, finds its chief justification and merit. It gives opportunity for and encouragement in practice with a maximum of self-activity on the part of the learner, and so meets one of the important requisites in acquiring new forms of behavior.

It has been found helpful to think of these two major problems of learning in another way.

1. Attaching old responses to new situations is the problem of learning *to do* a given thing on a given occasion; that is bringing it about that a response that already *can* be made *comes to be made* appropriately on a given stimulus. A person *can* stop, for example, on seeing a red signal. The problem is for him to learn *to* stop on such a signal. A boy, capable of manifesting interest, may need to learn to be interested in keeping dairy feeding records. Anyone competent to drive an automobile would be able to put water in the radiator without practice, but it may be a long time before he learns *to do* so on appropriate occasions.

2. On the other hand, acquiring a new form of behavior is the problem of learning *how to do* a given thing or series of things; that is, bringing it about that appropriate procedures come into being. This may be thru acquisition of new elements or reintegration into new wholes of old elements, or both.

Learning how to drive an automobile consists for most people of integrating a series of acts all more or less in control singly or in other complex patterns of behavior. Pushing with the feet, pulling, pushing and turning with the hands, judging distances are brought together in a new setting. Note for example how a person much accustomed to bicycle riding will have an advantage in learning to steer an automobile over one not so experienced. Learning *how to milk* a cow is a matter of getting certain finger, hand, and arm movements in control and co-ordinated. Learning to do the milking at the appropriate time is another matter.

Some readers will perhaps recognize that the two problems of learning considered here reduce logically to one. Psychologically, also, there is much in common in the two processes, particularly the need for self-activity on the part of the learner, of doing in relation to a need. The essential difference is that, while in attaching old responses to new stimuli it is important to control stimulus and response very carefully, in the acquisition of new forms of behavior much freedom of response needs to be encouraged so as to increase the probability of the learner's making the appropriate response. Hence for pedagogical purposes it is helpful to make the distinction between these two problems.

Interesting Studies at Iowa State

(Continued from page 85)

complacent regarding the vocational agriculture program at this stage.

1. The teaching of vocational agriculture in federally reimbursed schools is not as attractive financially, in comparison with other teaching positions, as we have often been inclined to believe.

2. While Iowa vocational agriculture graduates seem to be able to acquit themselves with reasonable credit in college, we may well be somewhat concerned because of their poor showing in English usage and the fact that their high school training in livestock production has given them no significant advantage over other students in college courses in animal husbandry.

3. It is well to recognize that there are other forms of public school education in agriculture besides "Smith-Hughes" agriculture which are widely prevalent and which seem to be satisfactory to many school patrons.

Evening Schools

Evening Classes Aided by Better Teaching Materials

GEO. H. KING, Itinerant Teacher Trainer, Athens, Georgia

THIRTY-THREE hundred seventy-five white farmers were enrolled in evening classes in Georgia during the past year, 1929–30. These farmers were in attendance in 110 classes held by 67 Georgia teachers.

These figures are more striking when a comparison is made with several previous years. During 1928–29, 42 classes were held with an enrollment of 1,182. The year 1927–28 shows 1,062 farmers enrolled in 50 classes, while in 1926, 1,188 farmers took the 52 evening class courses offered by the teachers of vocational agriculture.

The first reason for this growth is the fact that teachers have been *furnished* with better teaching materials. The average teacher of vocational agriculture has such a multiplicity of duties to perform that the gathering and systematizing of adequate teaching material for evening classes is often impossible. It is also true that teachers of vocational agriculture do not have the facilities for securing the necessary teaching materials.

For these reasons the Division of Rural Education has gathered appropriate experimental data from different agricultural colleges and experiment stations and has passed these on to the teachers of vocational agriculture thru the medium of our monthly publication, "Teaching Agriculture." This material has been organized in such a way that the teachers may copy the material found in the bulletin on the blackboard or on charts and use it successfully with evening classes.

That a lack of teaching material has been a contributing factor to the small number of evening classes held heretofore is evidenced by the demand on the part of the teachers for this material. There has been a demand for the assembling of appropriate teaching matter in almost every enterprise in the farming of the state.

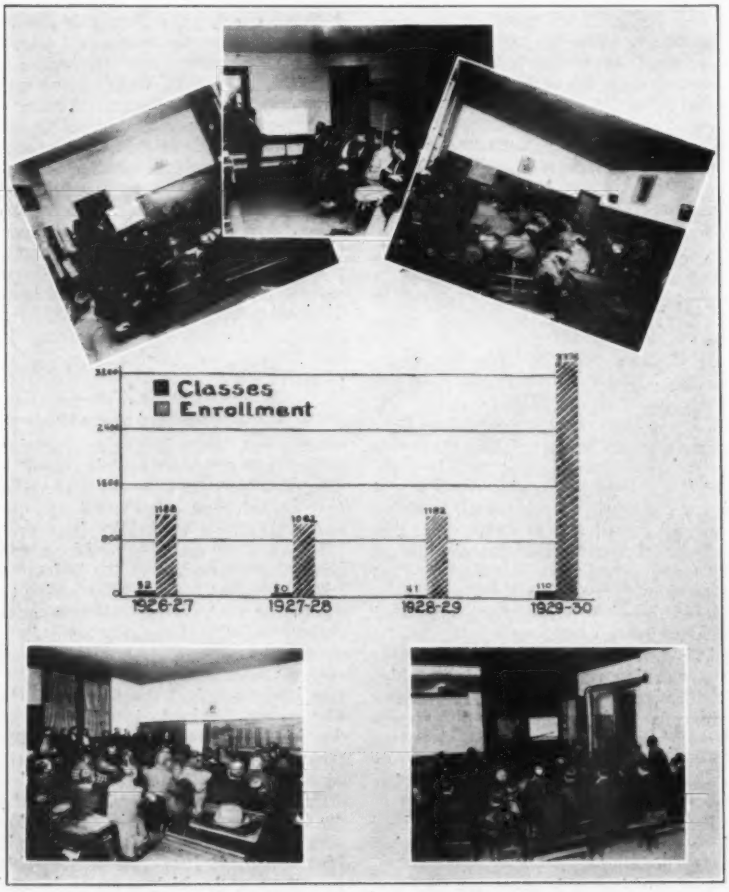
This material is further supplemented by the teachers themselves, who order all references given in the bulletins and study the conditions surrounding the experimental data given. The organization of this material saves the teacher much time that can be used in making his evening classes more successful.

George H. King

Another reason for the increase in evening class development is that each teacher in the field as well as in training has been given instruction in organizing and teaching evening classes. Classes have been conducted by the itinerant teacher trainer in enough different localities over the state that practically all the teachers in service have had a chance to observe the method of teaching carried on at these classes. All teachers use the conference method in conducting their classes.

A third reason for the increase is the fact that in the state program of work the teachers themselves have set up as their minimum goal two evening classes per year. This "evening class mindedness" on the part of the teachers has been built around the nucleus of success achieved by those teachers who for a number of years have given the adults of their community systematic instruction.

Further assistance is being given to evening class work in Georgia this year. Teaching material will be furnished again on the same problems covered last year and added material is to be furnished on "hogs" and "poultry." In addition to furnishing suggestions for organizing evening class materials thru our monthly bulletin, a chart service has been instituted by the Division of Rural Education. Thru this service charts for teaching evening classes will be made and furnished at cost. This chart making service is made possible thru the use of a large duplicating machine which prints a chart 38 x 22 inches. At the annual state teachers' conference the vocational teachers were 100 percent in endorsing of this plan.



Progress of Evening Classes in Georgia, 1926–30

Numbers Not the Measure of Success in Evening Classes

G. B. THACKSTON,
Gainesboro, Tennessee

IF A LARGE enrollment alone spells the success of an evening class, then the one held at the Pacific school, in the Morrison's Creek Community, of Jackson County, Tennessee, was not so successful. If interest and enthusiasm count for anything, however, it went over big.

Last winter, vocational students from this section were coming in with questions about farming which had been asked them by farmers of the community. It was suggested to these students that they help organize an evening class and three of them took the suggestion seriously. They first secured the interest of the teacher of the little one-room school and when they had been assured of the support of 10 of the good farmers of the community, a meeting was announced. It was attended by 16 farmers.

The organization of the evening class was simple. The time of meeting and subjects to be discussed were left entirely to the farmers. It was made plain to them that there was no obligation on their part, no fees to pay—in fact they need not feel "duty-bound" to attend meetings unless they were interested.

The only thing asked was that they use better methods on their farms. A secretary was elected to keep the roll each meeting. This was the teacher of the local school.

It was decided to meet on Friday night, from 7 to 8 o'clock. The meetings were to be held regularly until spring work began and after that, whenever they were needed on some particular, seasonable farm job.

"Feeding and Care of Livestock" was the enterprise selected and the jobs were so distributed and arranged as to best meet the demands of the community. In arranging this, a list of possible jobs was placed on the blackboard, as they were suggested by the farmers. By voting, it was then determined which job was most important to those particular farmers and the jobs were taken up in that order.

In actually teaching the class an attempt was made to exclude subject matter with which the farmer was, or should be, familiar. They were asked what their particular problems were and encouraged to discuss them as much as possible. Many times one farmer could answer, from experience, the question of another. And once they felt free to talk, it was only necessary for the teacher to direct the discussion and keep it on the subject. After discussion, the teacher would then give whatever technical information was needed—always giving the source of that information and usually having the bulletin or textbook from which he received the information. In order to do this, the teacher had to make thoro preparation before going to class. This is extremely important—but he never hesitated to say "I don't know," when he did not have the exact information. But with that, would go a promise to try to have that information at the next meeting. He never guessed.

The meeting always closed at 8 o'clock, even if a lesson had not been completed. If some wanted to remain after the meeting and talk, the teacher never rushed away.

Evening Courses Carried Over Four-Year Period

OSCAR F. LUCHSINGER,
Vocational Teacher,
Union High School, Gonzales, California

EVENING classes in agriculture are the most effective means of securing support for the agricultural department of the high school. During the past four years, such classes in this district have grown and progressed beyond the expectations of all who are interested in this work.

It was just four years ago when evening class work was first tried out in our high school district. At that time we made an attempt in co-operation with the State Department of Eductaion, to determine if such a class among farmers could be organized. In visiting the farmers we found that dairy farmers and fruit men all had problems which demanded solution but they were not sure of securing any help by attending classes at school. However, after much effort 20 dairymen and 15 fruit men agreed to attend such courses. Since dairying predominated in the valley it was decided to give the dairying course first to be followed several weeks later by a course in fruit growing.

Six of the leading dairymen were appointed as a committee to select the problems for a course and stimulate attendance. In looking about for an instructor for the course this committee found an ideal man, L. W. Wing, superintendent of a large ranch. Because of previous teaching experience Mr. Wing was able to apply the correct principles of pedagogy as well as appeal to the dairymen from the practical viewpoint.

The first part of the course dealt with such problems as milk testing, reducing bacterial count, and the production of clean milk. Each dairyman was given an opportunity to test several samples of milk. The second part of the course dealt with herd improvement, management, disease control, feeding of calves and dairy cows.

The course proved successful. The attendance varied from 36 to 54, or an average of 43 for the 10 meetings. There were 93 different men enrolled in the course. Eight men attended all of the 10 meetings, one of them living 25 miles from the high school.

Some of the improved practices these dairymen suggested that they would carry out with 2,470 cows were as follows: 22 stated that they would attempt to reduce bacterial count, while 19 stated they were interested in testing their cows. Thirteen were interested in controlling diseases. Such factors as keeping records, changing breeding practices, changing methods of feeding cows and calves were all listed a number of times as practices that would be improved.

Using the study of intended improved practices as a basis, we visited the dairymen from time to time to determine what success they were making in their attempt to improve these practices and also suggested means of aiding them in their work. We tried to keep in contact with them by calling a meeting several times a year to discuss pending dairy legislation and new proposed methods of raising calves free from tuberculosis and abortion, and other similar subjects which were vital at the time.

Virginia Evening Class Receives Measurable Benefits

J. F. POTTS,
Lincoln, Virginia

DURING the past winter a class was organized on seed corn improvement and ten meetings held chiefly during the winter and spring months. These meetings were held at the vocational high school and the general round table method of discussion was used in most cases.

Topics affecting the production of good seed corn served as the problems at these various meetings. The winter meetings were held in the afternoons but when the busy season came on we changed the hour to 8 p. m. to insure better attendance. An average attendance of 16 members ranging in age from 19 to 60 years came to this class and every man attempted some practical improvements in his production of seed corn.

When the state corn and grain show was held the following winter, practically every member of the group entered one or more exhibits in the show. After the exhibits had all been placed in the show, a check-up indicated that the members of this evening class had won 17 places out of a possible 25 and $145 in premiums out of $186 offered in the five classes to which they were eligible. One member won the championship of Virginia with his 10 ears and another member won second place in the corn judging contest.

In the fall of 1928 it was decided to hold another evening class on corn growing which would emphasize economy of production as well as the use of good seed. A group, composed very largely of the same men as the year before, was organized in February, 1929, and plans made to run the first 100-bushel corn growing contest ever attempted in Virginia. The idea of the contest serving only as a means to an end in economical production. The plan of the contest was copied very closely from the plan being used in similar contests in Ohio, except that we started with two acres as the scope instead of five.

A series of lessons was held at the high school, emphasizing particularly the importance of proper crop rotations, use of fertilizers, and proper planting systems along with several other problems carried over from the previous year. Twenty-four persons, composed of fathers and their sons and four former vocational agricultural students, entered the contest. Interest in the contest grew very keen among the members as the season progressed. The vocational instructor visited the members of these groups frequently, from two to six times each, to keep up interest and offer any suggestions which he could from time to time.

This first 100-bushel contest was brought to a conclusion January 4 with a banquet given by the Nitrate of Soda Education Bureau at which time the winners of the contest were announced and the awards made.

It was found that 18 of the 24 evening class members entering the contest had carried it thru to completion, and that while only one man reached the 100-bushel mark, every man had reduced his per bushel costs. The contest is being run again in 1930.

Farm Mechanics

Agricultural Engineering Courses in Training Smith-Hughes Teachers

A. CARNES, Assistant Professor of Agricultural Engineering, State College, Auburn, Alabama

IT HAS been a difficult problem, since the passage of the Smith-Hughes Act, for the state directors and supervisors of vocational education to determine the subject matter which prospective teachers of vocational agriculture should be required to take.

For example, when large-scale insect control measures are employed, a knowledge of agricultural engineering subjects is necessary. The corn borer and boll weevil control measures are good illustrations of this. Regardless of the major enterprises in a community, the Smith-Hughes teacher must certainly be well grounded in the applied phases of agricultural engineering.

In preparing this paper, it was necessary to know what emphasis is placed on agricultural engineering subjects by that group of men who are directing activities in the field of vocational agriculture. With this in mind a list of agricultural subjects usually required of prospective Smith-Hughes teachers was prepared. A majority of the courses usually given in a department of agricultural engineering was included in this list.

This list of subjects was sent to supervisors and teacher trainers and to members of the Federal Board for Vocational Education. These officials were asked to classify the subjects in order of their importance in training Smith-Hughes teachers.

The courses submitted for evaluation in agricultural engineering were as follows: (1) Farm Machinery, (2) Drainage, Terracing, and Irrigation, (3) Gas Engines (Stationary) and Tractors, (4) Farm Buildings (Barns and Outbuildings), (5) The Farm Home, its planning and construction, (6) Farm Shop, (7) Farm Water and Sewage Disposal Systems and Plumbing, (8) Rural Electrification, (9) Elementary Farm Mechanics.

Reports were received from 30 states and two members of the Federal Board for Vocational Education; in all 42 reports.

The value of agricultural engineering subjects in training Smith-Hughes teachers, as determined by supervisors and teacher trainers, is shown in the table below. Under the heading of farm machinery there are four divisions. The figure under 1 indicates the percent of those reporting who rated this subject one in importance. The figure under 2 represents the percent of those reporting who rated this subject as two in importance. This classification carries thruout the subjects.

	Rating	Percent Placing
Farm Machinery	1	67
	2	21
	3	8
	4	4
Drainage, Terracing, and Irrigation	1	56
	2	25
	3	17
	4	2
Gas Engines (Stationary) and Tractors	1	67
	2	21
	3	8
	4	4
Farm Buildings (Barns and Outbuildings)	1	37
	2	52
	3	8
	4	3
The Farm Home, Its Planning and Construction	1	28
	2	47
	3	20
	4	5
Farm Shop	1	97
	2	3
	3	0
	4	0
Farm Water and Sewage Disposal Systems and Plumbing	1	41
	2	46
	3	13
	4	0
Rural Electrification	1	18
	2	42
	3	24
	4	5
Elementary Farm Mechanics	1	70
	2	18
	3	5
	4	7

It is evident from the survey that farm machinery, farm shop, gas engines, drainage, terracing, and irrigation, and elementary farm mechanics are, in the majority of the cases, considered of first importance in training Smith-Hughes teachers. If we add the percentage representing first and second importance, all the subjects in agricultural engineering are considered important. Possibly rural electrification would be an exception to the above statement.

With the results of this survey in mind, it behooves us as agricultural engineers to try to understand the reasons why directors and supervisors of vocational education still consider some subjects in agricultural engineering of second and third rank in the training of their field men. It is important to study the subjects that are ranked second and third in importance and try to determine wherein they fail to meet the needs of the Smith-Hughes teacher.

Agricultural engineering subjects are a part of the main objective of an agricultural college in teaching how to make more money on farms. In a course in farm machinery, the production of crops is the main objective and not the farm machinery. In a farm shop course, the objective is the application of the skills to the farming needs and not the skills. Farm machinery laboratories can largely be given in the field. It is not necessary for a Smith-Hughes teacher to know how to make a pony break test on a tractor. It would be more important to make a dynamometer test in the field showing the effect of dull plow shares on draft. It is not necessary for a Smith-Hughes teacher to be an expert in setting up binders. It would be better to learn how to find knotter troubles on the farmer's worn binder. Long questionnaire sheets in the farm machinery laboratory are not the most effective way of teaching farm machinery.

As agricultural engineers training high school teachers, our main objective is to help the man back on the land make a better living and surround himself with conditions that promote good health and comfort. An undergraduate student must be given a sufficient amount of the underlying principles of a subject for his good understanding. As this type of student is to go into the field as a teacher of high school students, he must know the practical application of agricultural engineering subject matter.

On the other hand some directors and supervisors of vocational agriculture, due to their limited knowledge of agricultural engineering subjects, have not been able to understand the relation of engineering to agriculture. A letter report from one state made this statement: "We do not consider agricultural engineering subjects important in training Smith-Hughes teachers. If a machine or piece of equipment needs repairing, it is cheaper to send it to a commercial shop to get it repaired." That supervisor does not see any more in agricultural engineering than greasing and fixing. In still another state the major objective in agricultural engineering seemed to be automobile mechanics. The supervisor reporting attempted to show how many boys taking vocational agriculture got jobs in garages in the winter months. This viewpoint defeats the main purpose of the Smith-Hughes act.

In the last analysis agricultural engineering subjects are designed to give the Smith-Hughes teacher a working basis to determine and efficiently use the power on the farm; to be able to select and operate field machinery; to be able to control water on the farm; to be able to plan and supervise the construction of the necessary buildings on a farm. Such subjects as farm shop, elementary farm mechanics, and farm water and sewage disposal systems are designed to support an agricultural engineering program.

In conclusion, if we as agricultural engineers show the practical ways of substituting machines for man power we can make agriculture prosper as industry has prospered by similar substitutions.

Supervised Practice

Blank Report Forms in Project Supervision

J. G. McMILLAN, Agriculture Teacher, Tulare, California

FOR three years we have been using report forms as one means of keeping in closer touch with pupils' project activities. Their values may be listed as follows:

1. The instructor may keep his finger on the pulse of the financial condition of a larger number of projects than he can without them. However, they must not be substituted for the technical supervision of projects, that is, the doing of the job in the proper manner.

2. They give the pupil experience in the use of terms and methods used in dealing with financial accounts. Unless something like this is used, the pupil is often unable to summarize his project record without a great deal of teacher help. Even after he has been helped to do so he does not understand the real meaning of the financial summary. Unless he does understand this operation he has missed one of the chief benefits of record keeping, that is, interpretation of results. Our project report made out monthly gives him experience in summarizing and interpreting his financial condition several times during the progress of his project.

3. Since the items on the report are numbered to correspond to the numbering on the summary sheet of the project record book and it in turn is numbered to correspond with the final report to the state supervisor, it is an easy matter to make transfers. When a project is being closed, one of these report blanks is used as a "work sheet" and when satisfactory to the teacher may then be copied on the summary page of the record book.

It is true that such reports have little meaning until after the project has been going for some time. At Tulare, we begin using them February 1 for all projects which have been going a month or more. From that time until the close of school we call for a report on the first of each month. In the fall when school begins we call for monthly reports until all projects are closed for the year.

In addition to the project report which has just been discussed, we also use a report on supervised practical work. These are called for weekly and are made out on the regular "project record day" of the week. That is, while the boys with projects are bringing their records up to date the boys with supervised practical work are making out their reports. This counteracts the idea that these boys are getting off too easy in the matter of keeping records. These records are cumulative and the last one gives the total results to date. The information asked for by the teacher will vary from time to time and between boys. We find these reports enable us to keep in closer touch with the work being done.

TULARE UNION HIGH SCHOOL—AGRICULTURE
Project Analysis Report

1. Name of Pupil_____ Date_____
2. Kind of project_____ Scope_____

Type of project (Productive or Non-Productive)_____

Date record of this project started_____

		Totals
3. Yield (Use appropriate Units)		
4. Cash sales (p. 8)	$	
5. Products consumed at home (p. 8) (Omit if included in 4)	$	
6. Present Inventory (p. 7)	$	
7. Total project credits (Sum of 4, 5, and 6)		$
8. Opening Inventory (p. 7)	$	
9. Expenses (Seed, Feed, Rent, etc.) (p. 8)	$	
10. Value man, horse, and machine labor (Omit if included in 9) (p. 9)	$	
11. Total project debts (Sum of 8, 9, and 10)		$
12. Total project income (Difference between 11 and 7)		$
13. Total hours pupil labor (p. 9)	Hrs.	
14. Income per hour (12 divided by 13)	$	
15. Number of project visits (By teacher)		

Narrative Report: (Tell in your own words interesting facts about your project)_____

TULARE UNION HIGH SCHOOL—AGRICULTURE
Preliminary Report on Supervised Practical Work

Name of Pupil_____

This report is for the week ending_____ 193__

Date the record of this work was started_____

Where the work last week was done_____

	Last Week	To Date
Number of hours I have worked		
Income from this work in cash		
Income from this work, not cash		
Total income from this work		

Information asked for by the teacher:_____

Narrative Report on this work: (Tell in your own words what you have been doing. Mention all new facts, ideas and experiences which have come to you)_____

Future Farmers of America

Future Farmers of America Hold Annual Meeting

H. O. SAMPSON, State Adviser, New Jersey

FUTURE Farmers of America met in Kansas City for their third annual convention November 16 to 21. Delegates were present from 41 states and carried on the business of the organization in a highly creditable manner.

The National Board of Trustees met in executive session on November 16 and the State Advisers convened next day. Three half-day sessions were conducted by the delegates and one-half day and a part of the evenings were given to various committee meetings.

"We are now holding a meeting of the Grand Chapter of the Future Farmers of North America," said Wade Turner of North Carolina, as he opened the sessions of the third annual convention in the Baltimore Hotel, Kansas City, on Tuesday, November 16.

The officers were grouped on the stage each under the proper emblem—the flag, the owl, the plow, the ear of corn, the rising sun, and the picture of Washington. The F. F. A. ceremony, modified for the purpose, was used in opening the meeting. A roll call by the states showed 55 delegates present with the space at the rear and side of the large assembly room filled with other F. F. A. boys, directors, supervisors, teacher-trainers, and visitors.

The national chapter was presented with a gavel made by Dad Williams, chief engineer of the Federal Board Building in Washington from a tree recently removed from the capitol grounds in Washington. The wood from the gavel was obtained by J. C. Wright, director of the Federal Board for Vocational Education. The tree was approximately 81 years old, corresponding in age to that of Mr. Williams who is now in his eighty-first year. Dad has worked for the government for about 40 years and has seen the following presidents inaugurated: Harrison, Cleveland, McKinley, Roosevelt, Taft, Wilson, Harding, Coolidge, and Hoover. It was voted by the delegates that the gavel be accepted and that an expression of thanks be sent to Mr. Williams.

Dr. Lane, the national adviser, nominated the following boys for the coveted American Farmer degree:

Raymond Shores, Rogers, Arkansas; Charles Hunt, Dardenelle, Arkansas; Earl Solomon, Euriah, Alabama; Charles Bowman, Modesta, California; John Tate, Ontario, California; Lawrence Bixler, Tulare, California; Philip Gilbert, Lamar, Colorado; Woodrow Osteon, Aucilla, Florida; Billie Bowdoin, Statham, Georgia; Willard Henry, Sale City, Georgia; Wilson Bryant, Waverly, Illinois; Elmer Smarls, Jerseyville, Illinois; Edward Dunphy, Amboy, Illinois; Homer Edwards, Antioch, Illinois; William C. Haase, Martinsville, Indiana; William Wright, Stuart, Iowa; Lewis Evans, Washington High School, Kansas; Leslie Fry, Louisiana High School, Missouri; Norman Jones, Maryville, Missouri; Leonard Eliason, Powell County High School, Montana; Waldo R. Penner, Beatrice, Nebraska; James Baldwin, Churchill County High School, Nevada; David Johnson, Lambertville, New Jersey; William Rothfuss, Webster, New York; Olin Spencer, Homer Academy, New York; Norman W. Corihier, Bowan County Farm Life School, North Carolina; Walter Davis, Lattimore High School, North Carolina; Charlie Thomas, Troy High School, North Carolina; Ralph Bender, Waldo, Ohio; Harold Meranda, Georgetown, Ohio; Elmo Spring, Hilliards, Ohio; Herbert J. Gumper, Guyman, Oklahoma; Cloyce Oakley, Helena, Oklahoma; James Neal, Silvertown, Oregon; Malcolm Wilkins, Troy, Pennsylvania; Burdette Sheldon, Brookings, South Dakota; Frank Piper, Collierville, Tennessee; Everette Bates, Polk County High School, Tennessee; Lawrence Miller, Washington College, Tennessee; William Newsom, Bellevue, Tennessee; Lacy Baker, Dilley, Texas; H. R. Wright, Dilley Texas; Elmer Ward, Willard, Utah; Joe Henry Gardner, Holland, Virginia; Dorsey Carrier, Strassburg, Virginia; William Buchanan, Catham Hill, Virginia; Fred Ashburn, Masontown, West Virginia; Arthur Macy, Pine Bluff, Wyoming.

Secretary Arthur M. Hyde

Instead of reading the records of the candidates, a mimeographed brief of each was handed to the delegates. These records gave a wonderful picture of accomplishments of boys enrolled in vocational agriculture and members of the F. F. A. All state officers connected with vocational agriculture education and all teachers of vocational agriculture should, if possible, secure and read this brief.

Following the nominations of the boy candidates, the Board of Trustees submitted the names of prominent men for the honorary American Farmer degree. These include Secretary of Agriculture Arthur M. Hyde; Senator Arthur Capper of Kansas; W. A. Cochel, editor of The Kansas City Weekly Star; W. F. Schilling of the Federal Farm Board; Captain W. J. Stannard, United States Army Board.

The next order of business was a series of reports of F. F. A. work in the states given by the delegates. These reports give a fine birdseye view of what is being accomplished in the organization thruout the country. It is a picture of progress and shows that the aims and objectives of the F. F. A. are being accomplished in the many states.

At the afternoon session the results of the State Chapter contest were announced. This contest is based on the annual state reports submitted to the Board of Trustees. The prize is an F. F. A. plaque suitably inscribed given by the national chapter. The contest was won this year by Virginia, with honorable mention for Illinois, Tennessee, Georgia, North Carolina, Oregon, Oklahoma, and New Jersey.

At the close of the afternoon session the American Farmer candidates were called to the front of the room, elected to this degree and given the American Farmer keys.

Wednesday's session was devoted largely to reports which included the report of the executive secretary, the committee on program of work, auditing committee, nominating committee, and insignia committee. These were followed by an address by the retiring president, Wade Turner, and the election of the new officers as follows:

President, Leslie Fry, Louisiana, Mis-

(Continued on page 100)

Thirty-two States Compete in Livestock Judging Contests in Kansas City

Illinois, Texas, Wyoming, North Dakota, and Iowa Prove Superior Ability

NINETY-SIX Vocational Agriculture students working as three-man teams and representing 32 states, used the "eye of the master" to good advantage in the national stock judging contest held at the American Royal Livestock Show in Kansas City, Missouri, on November 17, 1930.

Two rings each of beef cattle, horses, sheep, and swine were brought into the arena and offered for competition. J. A. Linke, Regional Agent for the Federal Board, was superintendent of the contest and was ably assisted by teachers, supervisors, and teacher trainers. The contest was consummated in good shape, with Bob Maltby, Regional Agent for the South in charge of figuring and tabulating results.

The following states were represented by stock judging teams: West Virginia, North Dakota, Oregon, Florida, Arizona, Louisiana, Illinois, Iowa, Wisconsin, Nevada, Utah, Texas, Wyoming, California, Virginia, Arkansas, Missouri, Kansas, Kentucky, Indiana, Michigan, Minnesota, Ohio, South Dakota, South Carolina, Pennsylvania, Tennessee, Idaho, Colorado, New Mexico, Nebraska, and Oklahoma.

Classes of stock were selected under the general supervision of C. L. Angerer, supervisor for Missouri. Official judges were secured from various agricultural colleges and were most generous in giving their time and ability for this purpose.

A detailed record of the standing of all teams and individuals for all classes will be published by the Agricultural Education Service of the Federal Board. We give here, therefore, only the placing of the five high teams and the ten high individuals for all classes judged.

TEAMS

ALL CLASSES

Teams	*Points*
1. **Illinois** (Alexis)	1,793.38
1. Loren Setterdahl	622.25
2. Frank Adams	591.73
3. Kenneth Anderson	579.40
2. **Texas** (Sterling City)	1,786.83
1. Floyd Welch	628.28
2. Arthur Mills	584.85
3. Delbert Dearen	573.70
3. **Wyoming** (Powell)	1,757.10
1. Bruce Murray	683.22
2. Ben Eckloe	566.68
3. Ed Shaulis	507.20
4. **North Dakota** (Various schools)	1,757.02
1. George Lee	632.18
2. Stanley Shaw	573.23
3. Sigurd Melstad	551.61
5. **Iowa** (Clarinda)	1,750.73
1. Jacob Stimson	612.58
2. Wm. Stitt	585.72
3. Edgar Sump	552.43

SWINE

Teams	*Points*
1. **Texas** (Sterling City)	516.
1. Delbert Dearen	178.3
2. Arthur Mills	171.1
3. Floyd Welch	166.6
2. **Indiana** (Knightstown)	510.90
1. Kenneth Harris	179.9
2. Joe White	177.7
3. Lowell Sample	153.3
3. **Idaho** (St. Anthony)	494.10
1. Fred Matthews	169.7
2. Cless Goulding	153.8
3. Maurice Crapo	170.6
4. **Colorado** (Yuma)	488.70
1. Robert Stallings	183.8
2. John Bolkin	183.4
3. Maurice Langley	121.5
5. **West Virginia** (Fairview)	479.78
1. Byron Moore	144.68
2. Fay Wilson	179.
3. Dorsey Tennant	156.10

SHEEP

Teams	*Points*
1. **Missouri** (Stockton)	515.
1. Lee Price	190.8
2. Alva Bell	177.
3. Ruby O'Dell	147.2
2. **Arkansas**	506.8
1. Oren Rose	187.8
2. Chas. Boall	179.3
3. Harmon Wilson	139.7
3. **Illinois** (Alexis)	492.5
1. Kenneth Anderson	177.8
2. Frank Adams	162.4
3. Loren Setterdahl	152.3
4. **West Virginia** (Fairview)	492.10
1. Byron Moore	179.8
2. Fay Wilson	167.5
3. Dorsie Tennant	144.8
5. **Michigan** (Lowell)	492.
1. Delbert O'Dell	172.8
2. Rudolph Wittenbach	98.5
3. William Read	155.4

INDIVIDUALS

ALL CLASSES

Name	*Address*	*Points*
1. Bruce Murray,	Powell, Wyo.	683.22
2. Maurice Crapo,	St. Anthony, Ida.	632.75
3. George Lee,	Langdon, N. Dak.	632.18
4. Richard Carter,	Newburg, Ore.	628.93
5. Floyd Welch,	Sterling City, Texas	628.28
6. Lee Price,	Stockton, Mo.	624.65
7. Loren Setterdahl,	N. Henderson, Ill.	622.25
8. Oren Ross,	Marie, Ark.	613.75
9. Jack Chapman,	Hope Villa, La.	612.84
10. Jacob Stimson,	Clarinda, Iowa	612.58

SHEEP

Name	*Address*	*Points*
1. Lee Price,	Stockton, Mo.	190.8
2. Oren Ross,	Marie, Ark.	187.8
3. Ector Rule,	Sevierville, Tenn.	185.8
4. George Lee,	Langdon, N. Dak.	185.5
5. Dwight Little,	Alva, Okla.	182.5
6. Bruce Murray,	Powell, Wyo.	181.8
7. Richard Carter,	Newburg, Ore.	180.3
8. Byron Moore,	Fairview, W. Va.	179.8
9. Chas. Beall,	Wilson, Ark.	179.3
Geo. Gustafson,	Palco, Ky.	179.3
10. Vernon Hatfield,	Danville, Ky.	178.3

HORSES

Name	*Address*	*Points*
1. Frank Adams,	Alexis, Ill.	190.25

Setterdahl *Anderson* *Adams* *J. L. Iftner*

Alexis, Illinois Stock Judges, U. S. Champions

HORSES

Teams	*Points*
1. **Kentucky** (Parksville)	541.37
1. Eugene Culton	182.75
2. Harman Hancock	182.12
3. Vernon Hatfield	176.50
2. **Texas** (Sterling City)	533.49
1. Floyd Welch	187.5
2. Delbert Dearen	178.37
3. Arthur Mills	167.62
3. **North Dakota**	530.63
1. Stanley Shaw	177.75
2. George Lee	177.
3. Sigurd Melstad	175.88
4. **Wisconsin** (Cochrane)	530.11
1. Gerald Klein	183.75
2. Lyle Knospe	178.12
3. William Staak	168.24
5. **Virginia** (Chatham Hill)	527.86
1. Woodrow Deboard	181.74
2. William Buchanan	180.5
3. Harold Warren	165.62

CATTLE

Teams	*Points*
1. **Colorado** (Yuma)	398.65
1. John Bolkin	140.26
2. Robt. Stallings	132.51
3. Maurice Langely	125.88
2. **Wyoming** (Powell)	395.25
1. Bruce Murray	169.25
2. Ben Eckloe	123.75
3. Ed Shaulis	102.25
3. **California** (Santa Rosa)	348.77
1. Clement Palissier	135.01
2. Bill Brick	131.38
3. Arch Bathurst	82.38
4. **North Dakota**	343.49
1. Stanley Shaw	124.08
2. Sigurd Melstad	123.73
3. George Lee	95.68
5. **Iowa** (Clarinda)	343.51
1. Jacob Stimson	147.13
2. Wm. Stitt	123.25
3. Edgar Sump	73.13

Two Thousand Extra Copies of This Issue of AGRICULTURAL EDUCATION Are Being Printed for Distribution to Persons Who Should Know More Regarding Vocational Education in Agriculture

INDIVIDUALS

CATTLE

Name	*Address*	*Points*
1. Bruce Murray,	Powell, Wyo.	169.25
2. Jacob Stimson,	Clarinda, Iowa	147.13
3. Maurice Crapo,	St. Anthony, Ida.	144.63
4. John Bolkin,	Yuma, Colo.	140.26
5. Roy Forgy,	Bogue, Kansas	139.88
6. Edwin Penske,	Bemidji, Minn.	138.51
7. Loren Setterdahl,	N. Henderson, Ill.	137.76
8. Clement Pelissier,	Santa Rosa, Cal.	135.01
9. John Russell,	Elida, N. Mex.	133.88
10. Lawrence Cook,	Glendale, Ariz.	133.63

SWINE

Name	*Address*	*Points*
1. Robert Stallings,	Yuma, Colo.	183.8
2. John Bolkin,	Yuma, Colo.	183.4
3. Richard Carter,	Newberg, Ore.	181.
4. Oren Ross,	Marie, Ark.	180.7
5. Kenneth Harris,	Knightstown, Ind.	179.9
6. Eugene Culton,	Parksville, Ky.	179.8
7. Hersel Peyree,	Independence, Ore.	179.2
8. Fay Wilson,	Fairview, W. Va.	179.
9. Delbert Dearen,	Sterling City, Tex.	178.3
10. Verne Mattis,	Knightstown, Ind.	177.7

David R. Johnson of New Jersey Is Outstanding Future Farmer

Receives $1,000 Awarded by Weekly Kansas City Star for Achievements in Agriculture; Other Star Farmer Awards Announced

A SLENDER, serious faced youth who represents the fifth generation of his family on the family farm stood modestly before 10,000 persons at the American Royal Livestock Show in Kansas City Tuesday night and was acclaimed the outstanding student of vocational agriculture in the United States.

He was David Ridgeway Johnson, 17 years old, of Lambertville, New Jersey. As the crowd cheered its appreciation of David's achievement, Governor Henry S. Caulfield of Missouri handed David The Weekly Star's $1,000 check and bestowed upon him the highest honor which a student of vocational agriculture can receive—the title of "The Star American Farmer" in the Future Farmers' Association of America.

The award to David was the high point of the activities of the Future Farmers—national organization of students of vocational agriculture—in their annual conference in Kansas City. It also marked the bestowal of the largest single cash award offered in junior farmer activities in the United States.

A Throng of Colleagues There

Thronged around David when he was awarded his high title of achievement were hundreds of students of vocational agriculture from all over the country who had paraded before the crowd packed into the amphitheater for the

David R. Johnson

brilliant American Royal Horse Show. The radio also listened in, thru station WDAF, to carry to other multitudes the program of the award.

With David were honored outstanding members of the Future Farmer Association from seven states in this territory, who were awarded the title of "Star Farmer" of their states and cash awards from The Weekly Star. These state "Star Farmers" were:

Arkansas, Raymond Shores, Rogers, Arkansas; Colorado, Philip Gilbert, Lamar, Colorado; Iowa, William Wright, Stuart, Iowa; Nebraska, Waldo R. Penner, Beatrice, Nebraska; Oklahoma, Herbert J. Gumper, Guymon, Oklahoma; Kansas, Lewis Evans, Washington, Kansas; Missouri, Norman E. Jones, Maryville, Missouri.

David Johnson is the second boy to be made a "Star American Farmer," the other one being Carldon Patton of Wooster, Arkansas, who won The

THE JUDGES' REPORT

The committee appointed to award the prize in the contest of the Future Farmers of America begs leave to offer the following report:

We have very carefully gone over the records and material furnished by the several applicants who are contesting for this prize, and, after thoro examination, we have unanimously agreed that David Johnson, Lambertville, New Jersey, is the rightful winner.

Respectfully submitted,

S. H. THOMPSON,
President of the American Farm Bureau Federation.

C. E. HUFF,
President of the National Farmers' Union.

L. J. TABER,
Master of the National Grange.

Weekly Star's $1,000 capital prize at the 1929 Royal. David, the new "Star American Farmer," was born March 6, 1913, on a farm about one-half mile from Stockton, New Jersey. He is 6 feet 1 inch tall and weighs 162 pounds. He has dark brown hair, dark gray eyes, and clean cut features. He has much more use for action than for words and no use at all for unnecessary words. Few people would suspect the tireless energy which he possesses.

Head of the Family

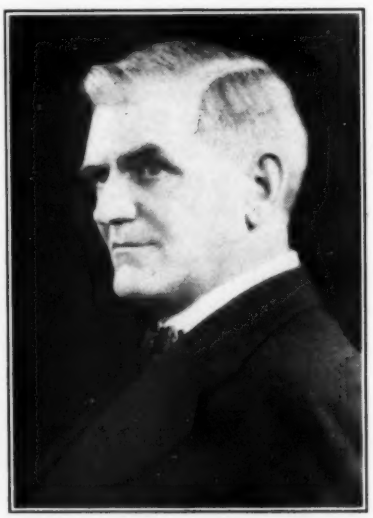
David's father has been dead for seven years, the rest of the family now consisting of Mrs. Evelyn Johnson, his mother, and Dorothy Johnson, his older sister, who teaches school in Stockton. In addition to the farm in which David is a part owner, Mrs. Johnson owns and operates an adjoining farm of still greater acreage. On the two farms there are more than ninety acres of apple and peach trees and over 2,000 laying chickens.

Chose Farming as Career

In a community such as this it is not at all surprising that David, who entered the Lambertville school system in the fourth grade, should elect the agricultural course upon reaching high school. In fact, farming is the only thing he ever wanted to do. Upon the death of the father, Mrs. Johnson suggested to the 13-year-old girl and 10-year-old boy that she sell the larger farm which had been only recently planted to fruit trees and was certain to be a heavy expense. But the children protested vigorously against any such action. Nevertheless, Mrs. Johnson realized the difficulties involved in operating two farms under such conditions and urged David to decide to follow some other occupation so she could sell the larger farm and send them thru school on the income which she felt they could make on the home farm. But even at that age, David had decided upon farming as his life work and efforts to change him were in vain. He has certainly more than redeemed the promise he made her then.

Sold Heifer to Get Chickens

As his mother had Leghorns, he chose Rhode Island Reds, so there could be no possibility of confusion. He sold a purebred Guernsey heifer belonging to him and with this $90 started in the chicken business. His first project was not very successful financially, but did result in a change in his second year to Barred Rocks, which proved to be more profitable. Finding disease in his flock, he changed the source from which he purchased chicks the third year and the results so well justified the change that he purchased his chicks at the same place the fourth year. Starting as a freshman with 270 hatching eggs, he increased to 400 chicks the second year, 400 chicks and 46 pullets the third year and to 800 chicks and 155 pullets and hens in his last year. The mortality has steadily decreased from 45 percent the



W. A. Cochel

second year to 18 percent the third year and to 6½ percent last year. His project profit starting with $103 has more than doubled in each successive year. The value of his stock, equipment, and capital has increased from the original $90, derived from the sale of the heifer, to more than $8,400. His total labor income has been $3,380 and he has four profitable months ahead of him before the four years are up.

Vocational Agriculture Students Hold Fifth Annual Congress

Attended by Seventeen Hundred Eighty Seven From Forty-one States

WITH Dr. C. H. Lane of Washington, D. C., as chairman, and Mr. R. L. Cuff of Kansas City as superintendent, the Fifth Annual Congress of Vocational Agriculture students has passed into history as the greatest which has yet convened.

Seventeen hundred eighty-seven vocational agriculture students and teachers from 35 different states were registered and took part in the activities. This large group was most adequately taken care of by various organizations of Kansas City, with Mr. George Catts, agricultural commissioner of the Chamber of Commerce as active and efficient contact man.

The reader may gather the best picture of the activities of this convention by a study of the hour-by-hour program herewith printed. There was hardly a minute of the time that was not profitably occupied. This program is given here so that vocational agriculture students may see what is in store for them in Kansas City and make a special effort to come to the next annual meeting.

SATURDAY, NOVEMBER 15

8 a. m.—Registration. (Secretary's office, the American Royal Building and the Hotel Baltimore.) Sherman Dickinson, superintendent.

8:30 a. m.—Judging vocational livestock exhibits. (The American Royal Building.) C. L. Angerer, superintendent.

1 p. m.—Judging livestock exhibits, continued.

2:30 p. m.—Matinee horse show. (Guests of The American Royal.)

5:15 p. m.—Assemble at vocational booth. (First floor.)

5:30 p. m.—Banquet for exhibitors and members of judging teams. (The Kansas City, Kansas, Chamber of Commerce, hosts.)

8 p. m.—Horse show. (Guests of The American Royal.)

SUNDAY, NOVEMBER 16

8 a. m.—Registration of judging teams and Future Farmers of America delegates. (Hotel Baltimore.)

10 a. m.—Religious convocation. (Auditorium, The American Royal Building.)

2 p. m.—Automobile tour of Kansas City. (Assemble at Hotel Baltimore.) Guests of The Kansas City Implement, Hardware, and Tractor Club.)

2 p. m.—Executive session, board of trustees of Future Farmers of America. (Hotel Baltimore.)

2:30 p. m.—Concert and matinee horse show. (American Royal Building.) Guests of The American Royal.

7 p. m.—Conference of coaches and officials. (Hotel Baltimore.)

MONDAY, NOVEMBER 17

8 a. m.—Registration. (Secretary's office, The American Royal Building and Hotel Baltimore.)

8 a. m.—Livestock judging contest. (Arena.) J. A. Linke, superintendent.

8:30 a. m.—Judging of steers in open classes. (Arena.) Steers of vocational students eligible.

2 p. m.—Meat judging contest. (South end of Main Floor.) L. B. Poliom, superintendent.

2 p. m.—Meeting of state advisers of Future Farmers of America. (Hotel Baltimore.)

2:30 p. m.—Matinee horse show. Guests of The American Royal.

7:30 p. m.—Public speaking contest. (Ararat Shrine Temple, Eleventh and Central.)

8 p. m. to 9 p. m.—Contest broadcast over KMBC and the Columbia network.

TUESDAY, NOVEMBER 18

8 a. m.—Meeting of Future Farmers of America. (Hotel Baltimore.) We suggest that all students who do not attend this meeting visit the carlot exhibits and make a tour of the stock yards.

1:30 p. m.—Meeting of Future Farmers of America. (Hotel Baltimore.)

2:30 p. m.—Matinee horse show for general group. Guests of The American Royal.

5 p. m.—Horse pulling contest. (Arena.)

6 p. m.—Buffet supper. (Ararat Temple, Eleventh and Central.) All vocational students will be guests of The Kansas City, Missouri, Chamber of Commerce. Music by the Marion County, Ohio, F. F. A. Band.

8 p. m.—Parade in the arena. (American Royal Building.) Music by the Marion County, Ohio, F. F. A. Band.

8:10 p. m.—Announcement of winners in The Kansas City Star Future Farmers of America contest over WDAF, "The Kansas City Star," thru the courtesy of the Cook Paint and Varnish Company.

8:30 p. m.—Horse Show. The American Royal entertains official delegates, state judging teams, oratorical contestants, railroad prize winners, and officials at the horse show.

WEDNESDAY, NOVEMBER 19

8 a. m.—Future Farmers of America committee meetings. (Baltimore Hotel.)

8:30 a. m.—Assemble in lobby of Hotel Baltimore for parade thru downtown district. Visit Southwestern Bell Telephone Building. Music by the Marion County, Ohio, F. F. A. band.

10 a. m.—Visit Ford Motor Company's assembly plant.

11:45 a. m.—Visit Corn Products Refining Company's plant, North Kansas City.

12:30 p. m.—Lunch. Guests of Corn Products Refining Company.

1:30 p. m.—Meeting of Future Farmers of America. (Baltimore Hotel.)

2 p. m.—Tour of packing plant of Armour and Company, Kansas City, Kansas.

5 p. m.—Horse pulling contest. American Royal Building.)

6:30 p. m.—Annual vocational agricultural banquet for official delegates, state judging teams, oratorical contestants, ton litter project winners, railroad prize winners, and officials. (Hotel Baltimore.) Courtesy of the Kansas City, Missouri, Chamber of Commerce. Music by the Marion County, Ohio, F. F. A. band.

THURSDAY, NOVEMBER 20

9 a. m.—Meeting of new board of trustees of Future Farmers of America. (Hotel Baltimore.)

FRIDAY, NOVEMBER 21

9 a. m.—Sale of vocational livestock. (Sales pavilion.)

Many Organizations Assist

In addition to liberal prizes of cash, medals, silver and gold trophies, magazine subscriptions, and other awards by The Kansas City Kiwanis Club, The Kansas City Stock Yards Company, The American Aberdeen-Angus Breeders' Association, The Horse Association of America, The American Duroc-Jersey Association, The Compton Company, The American Shorthorn Breeders' Association, The American Poland China Record, The National Duroc Record Association, The National Live Stock Commission Company, and The American Royal Livestock Show, the following organizations have assisted the vocational agricultural program at The American Royal:

"The Weekly Kansas City Star's" F. F. A. cash awards, $2,100.

Capper Publications' Public Speaking Contest cash awards, $1,100.

Merchants' Association of Kansas City agricultural scholarships, $1,000.

Chamber of Commerce and Live Stock Exchange specials, $1,085.

Atchison, Topeka and Santa Fe Railway, 55 trips to Royal.

Missouri-Pacific Railway, cash prizes and 32 trips to Royal.

Kansas City Southern Railway, 27 trips to Royal.

Missouri, Kansas and Texas Railway, 18 trips to Royal.

Chicago, Rock Island and Pacific Railway, 52 trips to Royal.

Wabash Railway, 30 trips to Royal.

St. Louis-San Francisco Railway, 16 trips to Royal.

Chicago and Alton Railway, 4 trips to Royal.

Quincy, Omaha and Kansas Railway, one trip to each Missouri F. F. A. chapter.

Street car transportation on city tours is furnished by courtesy of the Kansas City Public Service Company.

Future Farmer Song

"FUTURE Farmers of America," the official song of the F. F. A., was conspicuous by its absence. If the writer had been able to sing, or even had had the nerve to try it, he would have started the song at the banquet. Keep on using this song in local and state meetings, radio broadcasts, and other occasions. Then let's have it at Kansas City next year.

Edward Drace Wins F. F. A. Speaking Contest

Missouri Future Farmer Overcomes Strong Competition

SPEAKING last on the program before a large group of vocational agricultural students and Future Farmers of America, Edward Drace of Keytesville, Missouri, won the acclaim of audience and judges with his talk on "Equalization of Taxes as a Farm Relief Measure." There was no question in the minds of those who heard him, but that this boy was another "little giant" in the realm of public speaking.

In achieving the National Public Speaking Championship of the F. F. A., Edward received from the hands of Senator Arthur Capper of Kansas a check for $500. This money he plans to use in meeting expenses in attending the Missouri College of Agriculture which he expects to enter next year. He is now 17 and a senior in high school with four years of vocational agriculture and supervised practice as training for his life work, farming.

The Public Speaking Contest was held in the auditorium of the beautiful Ararat Shrine Temple in downtown Kansas City on Monday, November 17, at 7:30 p. m. Music was supplied by the Future Farmer band of Marion County, Ohio. The audience stood to attention when the Future Farmer March, composed by Captain Stannard of the United States Army Band, was played.

Wade Turner, National President of the F. F. A. for 1930, opened the meeting and presented Honorable John F. Case, president of the Missouri Board of Agriculture and editor of the Missouri Ruralist, as master of ceremonies. Others on the platform were Senator Arthur Capper, Henry C. Groseclose, founder of the F. F. A.; W. A. Ross, executive secretary; C. H. Lane, national adviser; and Paul Zillman, national secretary.

The three judges who were responsible for ranking the contestants discovered that they had no easy task. In the final summary it was found that only a few points differentiated the position of any one from any other. The following men acted as judges: Dr. Tait Butler, Memphis, Tennessee, president of the American Agricultural Editors Association; Mark G. Thornburg, president of the National Association of State Secretaries of Agriculture; and J. D. Harper, manager of the National Livestock Publishers Association.

The first speaker, selected by lot, was David Warfield, Jr., of Muddy Creek Fork, Pennsylvania. Tall and redhaired, he talked in a pleasing and distinct voice on "Rural Electrification." He was awarded fourth place and $100.

Bill Smith of Mt. Zion, Georgia, talked on the farmers' tax burden in an earnest, sincere, and convincing manner. He clearly showed the inequality of the general property tax and advised the substitution of other forms which would place the burden upon those most able to pay. He was placed second and received a check for $300.

Robert Jones of Hooper, Utah, spoke on "The Future of the American Farmer." He talked slowly, distinctly, and earnestly, calling attention to the need for co-operation among farmers and to the value of the Future Farmer organization. Ranking only a fraction of a point below Bill Smith, he was placed third and received $200.

Edward Drace of Missouri spoke on "The Equalization of Taxes as a Farm Relief Measure." He appeared perfectly at ease and spoke in a firm steady voice. Small in stature, he held his audience with the logic of his composition and the conviction of his expression. He clearly

Edward Drace

showed the inequalities existent between the owner of tangible and intangible wealth. He received the $500 check from the hands of Senator Capper and secured the esteem and admiration of all who heard him.

The judges' decisions were based upon a careful preliminary study and grading of the four manuscripts for composition, as well as a scoring of the contestants upon the effectiveness of their delivery. The fact that only five or six points on a scale of 100 separated the first and fourth places, is an indication of the intensity of the competition.

Senator Capper spoke briefly while waiting for the tabulation of the judges' decisions. He spoke frankly and humorously of some of the activities of congress, anticipating a better brand of public speaking when Future Farmers are elected thereto. Commenting on the need for a national agricultural policy he stated that "Vocational agriculture and the F. F. A. point toward a solution of the farm problem." In conclusion he said, "I pledge my support of the vocational agriculture movement and the Future Farmers of America. It should have the encouragement of both farmers and businessmen everywhere."

For some reason unknown to the writer, the hour for broadcasting over the Columbia network was changed from that previously announced to 10–11 p. m. central time. This, of course, caused disappointment to thousands of people all over the country. The lateness of the change precluded any adequate notification of those interested and the response to the broadcast was but a fraction of that which would have been received under the original arrangement. The broadcast was carried out, however, at the new time with the help of the F. F. A. band.

The winning speech is printed herewith. Lack of space prevents the use of the others in this issue, but it is planned to publish each within the next few months, together with a picture of the author.

Equalization of Taxes as a Source of Farm Relief

EDWARD DRACE,
Keytesville, Missouri

We have come to the point where we must study and teach to the world the importance of agriculture. There is no doubt that everyone knows its importance but during the change from an agricultural to an industrial nation in the last 20 years, the majority of us have let its importance slip our minds. Agriculture, however, is still the world's greatest industry, from which 28,000,000 Americans make their living.

In these times, when farm relief is at the front of the stage in public discussions, it might be well to consider adjustment in taxation as a means of concrete aid to the rural population, not as a favor but as a relief from an exceptional burden. But when we turn away from the generally accepted proposition that the tax burden of agriculture is too great and that something must be done about it, and center our attention on the practical question of means and measures, conflict takes the place of agreement of opinion. Nevertheless, we must face the question.

First, let us look into the existing conditions of taxation. Average taxes per acre of farm real estate in the United States, as estimated by the Bureau of Agricultural Economics, United States Department of Agriculture, increased as much during the year 1928 as they did during the entire four-year period preceding 1928. The estimated average taxes at that time were nearly 7 percent above the 1924 level and 150 percent above the tax level of 1913.

Farm lands have depreciated 20 percent in value since 1912. Prices of farm products also have gone down. Thus, while land values and farm prices have declined, taxes have increased.

The above conditions apply to the United States in general. Now, let us take a specific example, as that of Missouri.

The Missouri State Survey Commission, in its recent report and subsequent study by the chairman on taxation in Missouri, found that tangible property, which represents only about one-fifth of all the wealth of Missouri, bears more than 96 percent of all the tax burden, state and local. They also found that intangible property, which represents 80 percent of all the wealth, bears only 3 or 4 percent of the load. Thus, two-tenths of the strength is forced to bear

more than nine-tenths of the load, and twenty-twenty-fifths of the strength carries only one-twenty-fifth of the load. Tangible wealth is that property that the assessor can see and count, such as land, houses, barns, and so forth, and intangible wealth is hidden wealth or property that the assessor cannot see, such as notes, stocks, bonds, and such. Therefore, it is easy to see that the farmer is paying more than his share of Missouri's taxes.

The same can be said of many more of our agricultural states.

This system of taxation was established when the country was new and when 90 percent or more of its wealth was in land. But, today, other forms of wealth are practically as great as the value of land, even in the agricultural states, and the old system, which is the general property tax, forces the landowner to pay the major costs of government.

At present, farmers are unable to take advantage of cheap government loans, because taxes are so high that they are unable to meet both tax and interest payments. Any business will fail when its credit is gone. When a farmer's earning power is so reduced that he has no credit on which to borrow capital, he is absolutely helpless.

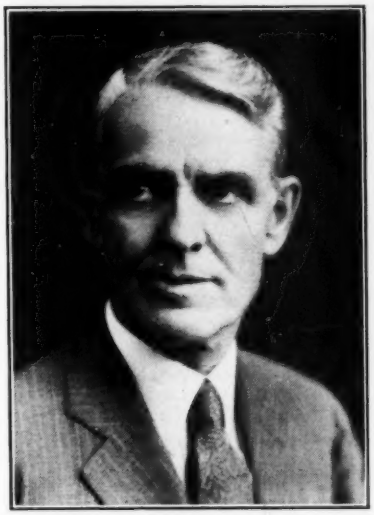
Now, let us consider some of the means of equalizing taxes to help the farmer. I believe that taxation should be based on ability to pay. There is no fairer tax than a tax on income because it is based on the ability of the owner of that income to pay the tax.

In England, when a man is asked how much he is worth, he states it in so many pounds per year. In America, however, when a man is asked the same question, his answer is the actual amount of worldly goods in dollars and cents which he possesses. We all know that some investments pay higher dividends than others. It is possible then for an American farmer to own a farm, and actually lose money for a given year. Is he excused from taxation? No! He pays on the assessed valuation of that farm. An Englishman, however, may own a million acres of land but if he fails to make a profit during the year, he pays no tax, because he is taxed on the income which he receives from his farm.

Another bad feature of the present tax system is the double tax. Why not exempt mortgages from taxation? You will surely agree with me that it is wrong for a land owner to pay taxes on the full value of a mortgaged farm while at the same time the mortgage holder is supposed to pay a tax on the money which he lends. But indirectly the farmer pays both these taxes, because he is charged a higher rate of interest on the borrowed money in order that the mortgage holder may realize a profit. Thus, we see the farmer paying taxes twice. I say either exempt the mortgage from taxation or permit the farmer to pay taxes only on the equity which he has in his farm.

We all know that today the government spends more money than ever before, which must be done if we maintain our present standards of educational progress and high standards of living. I am not taking the position, which is so general, that the only way to improve taxation conditions is to reduce expenditures. Let us have economy by all means, but not at the expense of efficiency in government or at the expense of one group of citizens. We, the farmers and future farmers, as everybody, ought to have as our goal an equitable distribution of the public burden and a broadening of the taxing base so that it will cover other things than tangible property.

The condition of the farmer today has a number of things contributing to its causes. I have just pictured to you one of the things that is contributing to 60 percent or more of the trouble, which is taxation, not meaning that taxes are not necessary because we know they are. But our present system of taxation is unfair. It is unequal as I have already shown you. The greatest help a patient can get in making a comeback is to get relief so that he can have equal chances to fight. So it is with the farmer. You will give the farmer relief when you remove this "Tax Burden" which is absorbing 30 percent of his net income and can be easily removed by equalization of taxes.



Senator Arthur Capper

When it comes to the point where it is cheaper to rent a house than to own a home, we see the breaking down of the very foundation of American civilization. When we begin to endanger that sacred institution, the American home, in order to obtain revenue for state expenses, our government is receiving illegitimate support and the American farmer is paying the bill.

The great Galielean, when asked concerning tax money, replied, "Render unto Caesar the things that are Caesar's and unto God the things that are God's." Our plea is render unto the farmer the things that are the farmer's and unto our government the things that are the government's.

The Big Parade

ONE of the most memorable events of the vocational congress was the parade of 1,500 vocational agriculture students in the arena of the American Royal on Tuesday night.

The Future Farmer band, attractively uniformed in blue and gold and excellently drilled, paraded into the arena playing the Future Farmer March. Once around the tan bark they went and then broke into a beautifully executed F. F. A. formation and reformed in front of the central box.

In the meantime, about twenty-five Angus, Hereford, and Shorthorn project baby beeves had been lead into the ring and stationed at the rear of the central box. They made as impressive, if not as showy appearance as did the musicians.

With the American flag leading, and in column of fours, the vocational agriculture students now circled the arena. At the head of the column marched the national officers of the F. F. A., the American Farmers, the Best Chapter delegate. Next in order came the judging teams carrying signs to designate each state. The vanguard of the parade was composed of all other vocational students present for the various events of the congress.

As they marched around the arena with blue and gold F. F. A. caps and banners, they make a striking appearance. Altho they marched in far from military fashion, they drew the applause of the 10,000 people who had bought tickets to see a horse show. Halted for the brief program, the boys stood quietly at attention.

W. A. Cochel of The Weekly Kansas City Star, gave the audience an explanation of vocational agriculture and then introduced Governor Caulfield of Missouri who presented the awards to the Star Farmers. The awards were then made in The Farm Journal Chapter Contest and the boys reversed and marched out to the stirring music of the band.

Meredith Company Increases Support

THE support which vocational agriculture has been receiving from the Meredith Publishing Company is not as generally known as it should be.

It was this organization which made possible the inception and the continuation of *The Agricultural Education Magazine*. When the possibility of the magazine was under consideration, this company came forward with a proposal that they would publish such a magazine at cost, and that in addition, they would take care of any deficit which might exist at the end of the year. This proposal was accepted, and with the assistance of Mr. Kirk Fox and Mr. M. A. Hunnicutt of the *Successful Farming* staff, *Agricultural Education* has now been published for nearly two years.

The Meredith Company found itself in a position to make good on its deficit promise at the close of the first year and did so to the tune of $299. Not only did it do this cheerfully, but agreed again to carry the deficit should it occur this year.

In addition to the support already given, *Successful Farming* has recently placed $650 at the disposal of the Editing Managing Board to use as it sees fit in the improvement of the *Agricultural Education* magazine. This is over and above any deficit which they may be called upon to meet at the close of the year. The Board has expressed appreciation to the Meredith Company and is taking steps to utilize the money to the best possible advantage.

Such support as this deserves the grateful appreciation of all interested in vocational agriculture.

Seventeen States Compete in Meat Indentification

Dundee, Illinois, Team Wins By Wide Margin

FIFTY-ONE boys lined up at the big meat cooler in the American Royal Building on the afternoon of Monday, November 17, to demonstrate their ability in identifying various cuts of meat.

L. B. Pollom, state supervisor for Kansas, was the superintendent in charge. Roscoe Pollock of the National Live Stock and Meat Board, provided the meat and arranged the cuts to be used. Various cuts of beef, pork, veal, lamb, and mutton, together with some cured meats were included.

The scoring was based upon the contestants' ability to correctly identify the 25 samples (2 points) and to give a correct method of establishing such identification (2 points). The perfect score was therefore 100. The following tabulation gives the scores and ranks of teams to the sixth place and individuals to tenth place.

State	Team and Coach	School	Indv. Score	Indv. Rank	Team Score	Team Rank
Illinois	Judson Mason	Dundee	22	2		
	Morris Bennie		18	5		
1	Rodger Webb		17	7	57	1
	M. G. Clark, Coach					
Arkansas	Chester Davis	Waldron	20	3		
	Seth Thompson		18	5		
2	Joe Sherrill		10		48	2
	I. B. Jones, Coach					
Colorado	Harold Kerst	Yuma	16	8		
	Elmo Hobson		15	9		
3	Maurice Langley		15	9	46	3
	H. V. McCulley, Coach					
California	Clement Pellissier	Santa Rosa	23	1		
	Bill Brick		20	3		
4	Clevie Duerson		12		43	4
	George H. Bath, Coach					
Idaho	Cless Goulding	St. Anthony	13			
	Fred Mathews		12			
5	Maurice Cropo		9		34	5
	J. F. Decker, Coach					
Oklahoma	Dwight Little				32	6
	Herman Hart					
6	Dewey Cummins			10		

Mason *Webb* *Bennie* *M. G. Clark*

Dundee, Illinois Meat Team, U. S. Champions

Appreciation

"THANK YOU" is a wonderfully important expression. It is seldom over-used. Most people appreciate hearing it.

Vocational agriculture owes many "thank yous" as a result of our recent visit to Kansas City. While it is true that our presence there was of value to the city and thus to many of its business men, much was done for us which was not necessarily called for.

A letter of thanks from you or from your boys to the various individuals and organizations which contributed to your good times is a small matter to you but will be much appreciated by the person who receives it. Courtesy and thoughtfulness are never out of place.

The American Royal may be addressed thru J. C. Swift, president, or A. M. Patterson; the Kansas City Live Stock Exchange thru B. C. Biggerstaff; the Kansas City Stock Yards Co. thru George Collet, president; the Kansas City Chamber of Commerce thru George Catts, commissioner. Other names will occur to you as you read your program and these pages.

Winners Receive Many Valuable Awards

THERE is no question but that vocational agriculture is securing the attention and support of persons and organizations which see in this movement a means whereby the agricultural situation may be benefited.

Under another heading in this issue will be found a statement of certain major awards and railroad trips which have been provided in connection with the Fifth Annual Congress of Vocational Agriculture students. The following is as complete a list of such awards as the writer has been able to compile in the time available. No friend of vocational agriculture who has contributed to this event is intentionally omitted. Many who have given largely of time and energy are not named.

Kansas City Livestock Exchange and *Kansas City Chamber of Commerce*—For fat market cattle, $174; for fat market lambs, $95; for fat market barrows, $82.

National Livestock Commission Co.—For winners in fat steer classes, $25.

Kansas City Stock Yards Co.—For the best general state exhibit of project livestock, beautiful silver trophy.

Missouri Pacific Railroad—For calves dropped after January 1 from counties served by their lines, $100.

Weekly Kansas City Star—($2,100.) For the outstanding Future Farmer of America, $1,000; for the outstanding Future Farmers of Arkansas, Colorado, Iowa, Nebraska, and Oklahoma, $500; for the outstanding Future Farmers of Eastern and Western Kansas, and Northern and Southern Missouri, $400; for the outstanding (champion) Future Farmers of Missouri and Kansas, $200.

Kiwanis Club of Kansas City—For teams scoring 1, 2, 3, and 4 in judging each class of livestock, $96.

Kansas City Stock Yards Co.—For the championship Livestock Judging team, a silver trophy as an annual award to be retained when won three times by one state.

Merchants Association of Kansas City—($1,000 in scholarships.) For the first ranking student in livestock judging, $500; for the student ranking second, $300; for the student ranking third, $200.

Aberdeen-Angus Breeders Association—For the best judge of beef cattle, gold watch.

The Horse Association of America—For first eight ranking students in horse judging, one gold, one silver, and six bronze medals.

American Duroc-Jersey Association—For best judge of hogs, three-year subscription to The Duroc Sentinel.

F. E. Compton Co.—For the best all-round judge of livestock, set of Compton's Pictured Encyclopedia.

American Shorthorn Breeders Association—For high ranking team members and first 10 individuals in judging cattle, one year's subscription to Breeders Gazette or Shorthorn World or the book, "Shorthorn Prize Winners."

American Poland China Record—For highest ranking livestock judge, fountain pen.

National Duroc Record Association—For 10 high ranking hog judges, appropriate ribbons.

American Royal Livestock Show—For 15 high ranking livestock judges, ribbons.

American Vocational Association—For teams ranking in the first five and individuals ranking in the first 10 for each class and all classes of livestock, appropriate certificates.

The Capper Publications—For National F. F. A. Public Speaking Contest ($1,100 and expenses). Winner of first, $500; second, $300; third, $200; fourth, $100.

National Live Stock and Meat Board—For high ranking team in meat contest, a loving cup.

American Royal Live Stock Show—For high ranking student in meat contest, The Book of Rural Life ($79.50).

Midland Press—For the second high student in meat contest, set of the New Human Interest Library.

American Royal Live Stock Show—For 10 high ranking individuals in meat contest, suitable ribbons.

American Royal Live Stock Show—For eight essays of 500 words in "The Value of My Trip to the American Royal Live Stock Show," $50.

The New F. F. A. President's Message

MEMBERS of the Future Farmers of America, advisers, and teachers:

I feel highly honored to be elected to the National Presidency. I feel that it is the highest honor that could be given to any American boy, but at the same time I feel a deep sense of responsibility; in fact, this is the greatest responsibility that has ever been placed upon me, but by the help of the Almighty Being and the well organized co-operation of all the F. F. A. members, I shall strive to make this the greatest year of Future Farmer work. I realize that I have a difficult position to fill in trying to take President Wade's place for Mr. Wade was a most efficient and practical president, but I will do my best.

I believe that the Future Farmer organization has an unlimited future. I believe that this organization, when properly handled and directed will be the salvation of the American farming industry. We have a great mass of farm boys all over the country who are being taught the principles of co-operation and after years of training they will make the best citizens America has ever produced. I believe in the farm boy, who is always willing to do his best at any task that may await him, in the boy who says "Let's go!"

Friends, we are still in a stage when expansion is hightly desirable. We have a majority of the states back of our organization, but we want a 100 percent backing; we want the fellows who are not members of our organization to feel that we need them, which we do. I urge each local chapter to try to gain new members; I insist upon the state chapters doing their best in putting an F. F. A. chapter in every schoool in their state, and we will strive to gain the attention of the states outside our organization.

I feel that the most vital part of our organization is the local chapter. In short, everything depends upon their interest, upon their feelings and upon their actions. Without the local chapter, our state chapters would be at a loss and our national organization would be worthless. Develop your local chapter and you will be doing more for the organization than any president could possibly do. The local chapters are the roots of this great organization, so we must keep them alive or the organization will die. Plan your programs with utmost care, do not stop at anything that will aid your chapter, for the chapter will not only be made better, but you will be the great benefactor.

During the coming year I will strive to serve you in every way I can, the best I can. I will try to interest the few remaining states about our organization. I will create all the interest I can in the organization; will meet each of my tasks with due thought for the future of our organization, and I will do my best for the organization I love. But friends, remember I am your servant—you are the master, so I ask you for the sake of the organization to give your support. Feel free to call my attention to important matters and give your side of the question, for this is your organization and we want it to serve you.

And now, fellow members, I wish to thank you again for your loyal support in Kansas City. I am looking forward to a great year and I wish the best of luck to every member of this organization. I hope this will be a most successful year of your life.

Your humble president,
LESLIE M. FRY.

New American Farmers With Retiring Officers

Livestock Exhibits Excellent

MISSOURI and Kansas were the only states which entered beef calves, fat lambs, fat barrows, or dairy cows in the annual exhibit of project livestock held at Kansas City. Complete data on entries and winnings are not available at this time, but will be published later if possible.

Under the direction of C. L. Angerer and R. T. Wright of Missouri, the stock was entered and assigned show space, and the owners were assisted in caring for and showing the animals. The Missouri calves were bedded down under a canopy of blue and gold and the alley ways kept in good shape.

The livestock was shown on Saturday, November 15, and received favorable comment from the judges. It was sold at auction on Friday, November 21, and brought fair prices, the top for baby beef being 50 cents.

Members of the Kansas City Live Stock Exchange, particularly Mr. Glen Stebbins, assisted materially in handling the livestock exhibit and sale. The Missouri exhibit placed first and received the Kansas City Stock Yards challenge trophy for the fourth consecutive year.

Future Farmer Officers 1930-31

Malcolm Wilkins, Ralph Bender, C. H. Lane, H. C. Groseclose, Leslie Fry, Joe H. Gardner, Wm. Showalter

Danville Chapter F. F. A. Wins First

H. O. SAMPSON,
New Jersey

THE winner of first prize, $500 in the prize contest sponsored by The Farm Journal is Chapter Number 1, Danville, Arkansas. Second prize, $300, goes to Salisbury, Missouri, and third prize, $200, goes to the A. S. Gibbens Chapter, Maddock, North Dakota.

The Danville Chapter has 32 members, who average 2.6 projects per member; and 74 percent continuation of projects from previous years; improved practices per boy, 14; farm skills per boy, 12; earnings per boy from productive projects, $158.45; from other supervised practices, $139.55; investment per boy in farming, $174.30; savings accounts per member, $151.20.

The Salisbury chapter has 26 members who averaged to carry 1.54 projects per boy with continuance of projects from previous year, 70.9 percent; improved practices averaged 12 per boy; farm skills, 14 per boy.

The earnings from productive projects amounted to $128.09 per boy in the Salisbury chapter; from other supervised practices, $32.80 per boy; invest-

ment per boy in farming, $257.62; savings per boy, $32.14.

The A. S. Gibbens Chapter of Maddock, North Dakota, has 44 members who average two projects with continuation from previous year of 60 percent. Improved practices per boy in the Maddock group amount to 16; farm skills per boy, 12.

Earnings from productive projects in this chapter amount to $215.93 per boy; from other supervised practices, $190; investment per boy in farming, $818; savings accounts per member, $550.

One thing worth special mention in connection with the Danville activities is the evidence of well organized committee work. All important work is delegated to committees the membership of which is composed entirely of members. The report of the chapter was arranged according to the divisions of the report blank, and the material for each division placed in a separate pocket of a telescoping filing envelope.

The Salisbury chapter deserves much credit for the splendid manner in which the record of activities was put up. Everything was typed and the pages bound permanently in a regular book with F. F. A. insignia on the cover and the name of the chapter on the back, just like a book from the book store. What an excellent way for a chapter to keep annual achievements and to build up a library of achievement records for future members.

The score of projects carried on by the North Dakota boys was large—the average investment in farming and the savings per boy indicate this. If this were the only factor in judging, the Maddock group would have been at the top. The records of various chapters were judged according to a carefully worked-out score card which recognizes not only returns from projects, but cooperative activities, community activities, recreational activities, and scholarship.

The Danville chapter won third place last year. The Forrestville, New York, chapter which won second last year was fourth this year.

Exhibitors Entertained

VOCATIONAL students exhibiting project livestock were royally entertained on Saturday evening, November 15, by the Kansas City, Kansas, Chamber of Commerce.

The boys were taken from the American Royal Building on special cars to the banquet rooms at 5:30 p. m. They were given a fine dinner, including many favors, and then were entertained by speeches and some splendid dancing and singing. There is no question but that "a good time was had by all."

After the boys had had an opportunity to express their thanks for the entertainment, they were returned to the arena by special cars, so that they might see the evening horse show.

Bruce Murray

Bruce Murray, Powell, Wyoming, Champion Judge

PROVING himself to be a champion livestock judge among champions, this 17-year-old farm boy received a $500 scholarship from the Merchants Association of Kansas City.

Born in Chillecothe, Missouri, he has lived for the past 15 years on an 80-acre farm near Powell, Wyoming. Big and still growing, he is a senior in high school with three years of vocational agriculture to his credit. His major project during the past three years has consisted of five acres of beans. From these, with a part interest in the farm sheep, he has made a net profit of $550.

Bruce has been a member of the state grain and stock judging teams, treasurer of his local Future Farmer chapter, and is now a State Farmer. He plans on using his $500 in attending the state agricultural college.

F. F. A. Band Makes Hit

MARION County, Ohio, will long be remembered by Future Farmers and vocational students as the home of the finest, snappiest band ever to play under the colors of blue and gold.

Composed entirely of vocational agriculture students, this 35-piece organization played itself into the minds and hearts of everyone who heard it. Whether playing simple marches or difficult compositions, it acquitted itself in the best manner possible. The band, the drum major, and the conductor should receive the hearty appreciation of everyone interested in vocational agriculture and the F. F. A.

State Exhibits Effective

NOTICEABLE interest was evident in the state exhibits put up under the direction of Guy E. James and R. E. Singleton of Missouri. Thirteen states were represented, each one showing in an effective way one or more phases of the vocational agriculture program as carried out in that state.

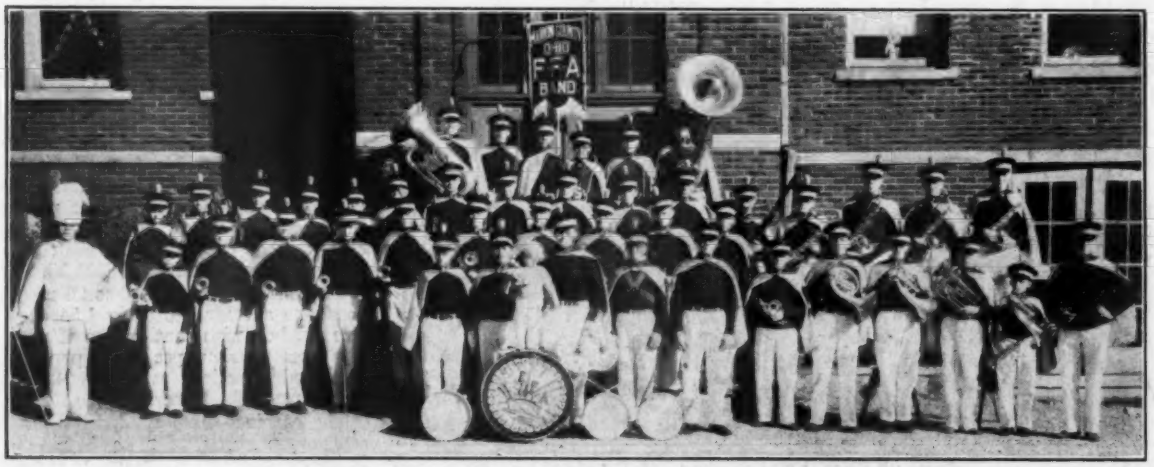
The Missouri exhibit consisted of the prize winning vocational booth at the State Fair which had been prepared by Glen Karls, vocational teacher at Bolivar. Such exhibits are of much value in acquainting the public with vocational agriculture.

Future Farmers of America Hold Annual Meeting

(Continued from page 92)

souri; First Vice-President, Arthur Macey, Pine Bluff, Wyoming; Second Vice-President, Joe Henry Gardner, Holland, Virginia; Third Vice-President, William Showalter, Mishawaka, Indiana; Fourth Vice-President, Ralph Bender, Waldo, Ohio; Student Secretary, Malcolm Wilkins, Mainsburg, Pennsylvania; Executive Secretary, W. A. Ross, Washington, D. C.; Treasurer, Henry C. Groseclose, Blacksburg, Virginia; Adviser, C. H. Lane, Washington, D. C.

Prepare now for the F. F. A. convention in 1932.



Marion County, Ohio, Future Farmer Band—All Vocational Students